University of Alberta

Secondary Schools through the Eyes of Senior Students: Perceptions of Leadership

by

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Abstract

The intent of this study was to understand how senior high graduates saw educational leadership, what they believed were salient qualities of educators who were great leaders, and the qualities of those who they believed did not show leadership. Students revealed: (1) the key qualities they felt a leader must possess, (2) their perspectives of male and female leaders, (3) their insights about what made leaders effective, and (4) important advice for those who currently hold leadership positions. The comments, insights, and feedback gathered from a selected group of 36 senior (grade 12) students from Southwestern Ontario. These students shared their insights and experiences about how teachers and principals exhibited leadership skills.

Students volunteered for this study over a one-year period during which they participated in a series of interviews and questionnaires administered at three stages. During the interviews, students described teachers or administrators within their school who had the greatest impact on their lives. Students then speculated about the qualities of individuals they considered to be leaders and provided specific examples showing how those people were leaders in their schools. Students also completed surveys providing additional information about leadership. In addition, eight films were selected to examine leadership of certain characters. Students shared their perceptions of these characters' leadership abilities.

The study found differences about how students viewed teachers and administrators. Students noted differences between male and female leaders, a finding differing from those in my master's research that did not note significant gender differences. Despite claims from teachers and principals of Catholic schools who noted differences between their system and the public system, these claims could not be supported in this study.

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I would to thank my professors and teachers who provided leadership to me as a student. Your dedication to the teaching profession is valued and admired. I want to especially thank my graduate supervisor, Jim Parsons, who gave me the idea that I should pursue my doctorate degree. You had faith in me to continue my education, and I thank you for being a strong supporter of my pursuits over the last 5 years. I would like to give a special thanks to my committee, George Buck, Rosemary Foster, Nancy Melnychuk, Frank Peters, and Rick Mrazek. You were able to provide me with necessary insights during my research.

I wish to thank those teachers, principals, and superintendents who participated and supported my research study. A big thank you goes to my participants – the students – who are the reason why educators go to work each day. It was a pleasure for me to learn your views and insights into your secondary school education. I am pleased that you were honest and open about discussing the leaders that inspired you. Without your active participation, this study would not have been possible.

I give thanks to the Windsor-Essex Catholic District School Board for granting me a leave of absence to work on my degree.

Dedication

I would like to dedicate this dissertation to my father, Michael Brode, and late mother, Carol and to my mother, Linda Patrick and husband, Glenn. Thank you for instilling in me the value of education. I am appreciative of your love and guidance you have provided for me. I am grateful for your leadership as positive role models in my life. Through your support and encouragement, I was able to complete my Doctor of Education.

Preface

Completing the Doctor of Education at the University of Alberta was a rewarding experience. I was able to pursue an area that was of great interest. This idea emerged as I worked on my research project for my Master of Education. There was so much to learn in this area of education that I felt compelled to continue my research. I wanted to take a leap from the theoretical arena to the classroom experience. This meant that I would work with the individuals who were on the receiving end of the secondary school experience – the students. By using students in this study, I discovered leadership through their eyes. Their unique perspective allowed me to open my eyes to what it was to be a teenager again and I discovered influences that marked and guided them into adulthood.

Table of Contents

Chapter One: INTRODUCTION TO STUDY
- Purpose of the Research 1
- Significance of the Research 3
- Leadership in Schools 4
- Key Research Questions (6) 7
- Summary 7

Chapter Two: LITERATURE REVIEW
- Introduction 9
  - Review and Critique of Related Literature
    1. Teachers as Instructional Leaders 9
    2. Principals as Leaders of Schools 19
    3. All Leaders In The School Setting 28
    4. Leaders of Tomorrow 34
    5. Leadership Theories and Styles 37

Chapter Three: METHODOLOGY
- Introduction 51
  - Research Methodology 52
  - Contacting Participants 53
  - Data Gathering 54
  - Theoretical Framework 57
  - The Essence of Leadership 60
  - Influential Duties of a Leader 65
  - Educational Leadership as Expressed in Films 66
  - Critique of Films 76
  - Methods Analysis 78
  - Schools Boards in Study 83
    1. Board 1 and 3 Schools 83
    2. Board 2 and 4 Schools 84
  - Student Selection Process 85
  - Human Participants in this Study 86
  - Modes of Communication and Student Selection Advantages and Disadvantages 86
  - Chart of Research Participants 88
  - Delimitations of the Study 89
  - Glossary of Key Terms 92

Chapter Four: FINDINGS IN THE STUDY
- Introduction 97
  - Student Views of Literature 98
  - Summary 103

Leadership Insights from the Study 118
Students as School Leaders 122
Leadership Expectations within Schools 123
The Leadership of Vice Principals 126
Leadership and the High School Experience 130
Case Studies of Important Leaders 133
Case 1 133
Case 2 134
Case 3 134
Case 4 134
Case 5 135
Case 6 136
Case 7 137
Case 8 138
Case 9 139
Case 10 140
Synthesizing the Responses 140
A Comparison of Male and Female Leaders 142
Catholic versus Public School Systems 146
Student Outlook on Leadership in Films 149
Film 1 150
Film 2 150
Film 3 151
Film 4 151
Film 5 151
Film 6 152
Film 7 152
Film 8 153
Critique of Films 153

Chapter Five: SUMMARY OF THE RESULTS
Introduction 155
Addressing the Key Questions in the Study 155

Chapter Six: IMPLICATIONS FOR PRACTICE
Educational Significance and Implications for Practice 160
Personal Reflections and Insights 166

References 172

Appendices
Appendix A. Model Chart: Participant Breakdown 195
Appendix B. School Board Introductory Letter 196
Appendix C. Letter of Invitation to Students 197
Appendix D. Letter of Invitation to Parents 198
Appendix E. Thesis Consent Form 199

Appendix F.	Parent Voluntary Involvement Consent Form	200
Appendix G.	Session 1 – First Meeting with Grade 12 Students	201
Appendix H.	Session 2 – Interview 1	203
Appendix I.	Session 2 - Survey 1	204
Appendix J.	Session 3 – Interview 2	207
Appendix K.	Session 3 – Final Survey	208
Appendix L.	Session 3 – Final Interview	211
Appendix M.	Research Assistant/Transcriber Confidentiality Agreement	213
Appendix N.	Information Chart for Participants	214
Appendix O.	Three Models of Leadership Chart	215
Appendix P.	A Tribute to Teachers	216
Appendix Q.	A Teacher's Prayer	218
Appendix R.	Persona of a Leader	219
Appendix S.	Timeline for Program and Research Study	220

Vita Auctoris 222

Curriculum Vitae 223

CHAPTER ONE

Purpose of the Research

A memorable line recited in William Shakespeare's play *Twelfth Night*, commented on people's greatness: "Some are born great, some achieve greatness, and some have greatness thrust upon them." Parkay (1996) noted that schools are "one of the leading institutions in our society for the socialization of the young" (p. 129). To be successful, institutions such as schools need effective leadership. Silins and Murray-Harvey (1999) stated, "a good school is clearly one where the leadership supports the teaching and where the teaching supports the students – in their own way all working towards a common goal; successful achievement outcomes" (p. 341). Dingham, Cairey, Craigie and Wilson (1995) found that "leadership of each school … had influenced school climate, educational performance and teacher, student and community satisfaction by improving teaching and learning practices" (p. 51). Obviously, good leadership was necessary in all institutions, but its role and effective application in education is especially important because this leadership was explicit to those still in their formative years – students. My research, titled *Secondary Schools through the Eyes of Senior Students: Perceptions of Leadership,* attempts to further this topic by examining the roles of teachers and principals in secondary schools.

In secondary schools, few formal mechanisms exist to ask students to evaluate the effectiveness of their teachers and/or principals. However, some insights existed about strong leadership at the high school level. For example, an experienced educator came across the entries in a math high school teacher's

yearbook and thought they were worth noting. These entries suggested what students really appreciated about this teacher during that particular math course. One student said, "Thanks for keeping the atmosphere friendly." Another added, "Thanks for being the most enthusiastic teacher." Another commented, "Thank you for giving that extra effort that made it fun all year long" (Parsons, 1987, pp. 19-20). Comments like these not only stay with a teacher, but they clearly note the leadership attributes students appreciated.

In my research, I wanted to learn more about student opinions of educators in schools and what they meant for gaining a better understanding of leadership in secondary schools. What did positive words like these actually mean? Why were they said? What affect did this educator, and educators like this, have on students? What was it about a teacher (or principal) that makes that person a leader? Are these leadership traits shared generally among secondary students?

Specifically, this research has explored students' attitudes about the leadership demonstrated by educators within their schools. The study considered both the different forms of leadership and the impact of school leadership upon students. I addressed the different leadership requirements of principals and teachers in Southwestern Ontario secondary schools. I chose this region for two reasons: (1) it had been the site of my teaching experience and was a region I knew well and (2) because of my geographical proximity, it allowed me to conduct a study that contrasted and compared both Catholic and Public schools.

Significance of the Research

Citizens of Canada generally agree that "getting and keeping good teachers and principals is extremely important for improving education" (Clifton, 2001, p. 1). Reinhartz and Beach (2004) commented, "School leadership has become increasingly more complicated and vital to ensuring school success" (p. 2). The literature I reviewed to ground my research was vast and of value to this study. Specifically, there was a wealth of research on leadership in schools. However, my review of educational research suggested that researchers had rarely studied student perspectives of leadership. Because this perspective appeared under-explored, I believed this study helped educators gain greater insight into students' attitudes and opinions concerning leadership within secondary schools. These insights also helped teachers and administrators better examine and respond to students' perspectives and increased understanding of school leadership.

One window into studying school leaders was to allow those learning from leaders each day – the students – to come to voice. Tonnsen (1999, p. 3) explained that the three "players" - principal, teacher, and student - were "inexplicably interwoven." However, for some unknown reason, educational research has rarely explored leadership from a student's perspective. In my teaching experience, students have strong opinions about their education and, I wanted to learn what these students thought of the educators within their school. I also wanted to better understand key differences between male and female student viewpoints of leadership and also how the students viewed female and male leaders differently.

Grade 12 students were chosen as study participants because these students had at least twelve years of schooling and are quite mature. Because of this maturity, these student participants provided unique perspectives on teachers and principals. I also chose to gather information from students during their senior years as well as after they had graduated and left the school system. I believed that the distance away from secondary school allowed students a more thoughtful perspective on their secondary education experience.

Leadership in Schools

To begin, *the New International Webster's Dictionary and Thesaurus* (2002, p. 556) defined leadership as "the office or position of a leader," while the *Webster's Online Dictionary* provided the definition as "the quality displayed by a leader, the acts of leading or an instance of this." The definition of "lead" stated "guide, influence into action, opinion or state." *The New International Webster's Dictionary and Thesaurus* defined the word "teach" as "to impart knowledge to by lessons; give instruction to; or to follow the profession of teaching" (2002, p. 988). *Merriam-Webster's Online Dictionary* included several synonyms for the word "teaching," which included terms such as "to instruct, educate, tutor, enlighten, inform, discipline, school, train, and drill."

Thomas and Bainbridge (2002) stated, "There is no perfect model for examining leadership. There are no exact criteria. It may be that leadership is so complex that, at best, we can only obtain clues, study a variety of styles, and partially understand it. We feel it when it occurs; we know it when it is not there" (p.13).

Teaching is all-encompassing career and educators must put forth a lot of effort to be effective in their roles. It is easier to list only a set of appropriate traits of exemplary school leaders than to actually define the term "leadership." It is easier to list what good leaders should do than it is to say what they should be.

Most adults can think back to their high school years and remember a favourite high school educator. What was it that we admired about this person? What made that person a leader? Hook (2004) said, "Everyone who remembers their own educational experience remembers teachers [people], not methods and techniques" (p. 6). When people get together after they had left secondary school, someone mentions "Mr. X or Miss. Y or Mrs. Z – someone [they] all respected and then adds something tangible about that educator [that] touched and enriched our lives. There was something special about those leaders, which resonated with students for years after they have left the school system" (Hayden, 1988). Wayne Muller had once said "Our teachers, the best ones, did they not love what they did?...Was it not their love that made us feel we wanted more? Their love made learning come alive." What was the magic? What did they do? How did they leave such an impression? Young and Levin (2002) added that good educators have a strong impact on young people and are more vivid in one's memory than the subject matter they taught.

My favourite secondary school leader, Mr. C., taught Dramatic Arts, and I was fortunate to be taught by him three times during my five years of high school in Ontario. The secondary educational system at the time was from grades 9 to OAC (e.g.. grade 13). This man was influential. There were a variety of reasons

why his particular style worked. He made me feel comfortable in class in which I did not particularly feel at ease. He was "human" in his approach to leading students and was tuned in with the emotional aspect of people relations. He used his sense of humour to make learning fun and interesting. He was well-respected because of his involvement and experience at my school. His leadership style was directly connected to his personal qualities.

It was impossible to separate a person's characteristics from the way the person led any group of people. Mr. C. was an individual I greatly admired. Although he has since retired from teaching, I occasionally see him in the city. When I do, I always express the hope to myself that there will continue to be leaders like him in schools.

In the literature I read to ground this study, I found no common definition of a great teacher, vice-principal, or principal, but the literature outlined many aspects of these individuals that often made them great leaders. Garvey (2004) claimed that, "Often leadership is distilled into a serial checklist or list of traits and qualities or attributes that need to be in evidence for judgments to be made. This narrow view of leadership negated the cultural and contextual factors of leadership." There is a great deal to take into consideration when looking at someone's leadership. Thomas and Bainbridge added that leadership had a historical framework, a wholeness of meaning and a diversity of influences (2002, p. 12). Looking at my own experience in high school, Mr. C. was a leader in my eyes. Leadership and leading others means a variety of things to different people. This research study probed into the minds of senior secondary school students to

find out if they provided common definitions of leaders in their schools. As well, this study reflected the students' views on why they considered these people leaders.

Key Research Questions

In any research study, one concept propelled the researcher to study the particular topic in question. For this study, there was one defining research question that was explored:

- How do grade twelve students perceive their school leaders?

Along with the main question, five key sub-questions were examined:

1. What differences exist between the leadership expected of a principal, a vice-principal, and a teacher?
2. What do students feel educators need to be considered leaders in their secondary schools?
3. Do male and female students differ in their view of school leadership? Do students see any key differences between male and female leaders?
4. How do public and separate [Catholic] secondary school students compare in their expectations of the roles of leaders? (e.g., contexts)
5. Based on the findings, what should school leaders know about student perceptions of school leadership?

Summary

This chapter has introduced my qualitative study of high school students' perceptions of school leadership. Specifically, during this study, I have asked student participants to share their experiences and beliefs about what they felt

was important in a leader as they shared their stories of leadership and gave opinions about those people who helped make the secondary school system a positive experience in their lives. Chapter Two outlines the literature pertinent to the study. A thorough analysis of previous research provides insight for this study. Chapter Three examines the research methodology used in this study. The selected style is qualitative research. Chapter Four looks at the findings of the study. The interviews, surveys, films, and literature are examined. This chapter provides the in-depth look at the student participants' responses into the topic of leadership in secondary schools. Chapter Five provides a summary report on the main findings in this research. Chapter Six includes the educational implications of the study that I discovered while conducting this project, and then my closing remarks about the research. At the end of this report, the various research instruments and numerous references used are included.

CHAPTER TWO

Introduction

Leadership is a wide phenomenon. My literature review focuses on information and materials that dealt with leaders, attributes of leaders, and school leadership. The literature examined in this review involves sources from around the world including Canada, United States of America, Great Britain, and Australia. In addition to books, educational articles, online articles, and magazines, I utilized the following two research databases for my literature review: Educational Resources Information Center (ERIC) and Academic Search Premiere. In addition, leadership, as a concept, has been used extensively in the media. I have included eight film reviews that examine teacher and principal leaders.

Review and Critique of Related Literature

Teachers as Instructional Leaders

First, most educational leaders started their careers as practicing teachers. A teacher had a great deal of experience as he/she was in direct, daily contact with students in their classrooms. Trafford (1989) observed that leadership was more than just a title or an office a person held. The title of "principal" certainly carried the notion of a leader. However, others could exercise leadership in the school, such as teachers. Besides administrators and support staff, teachers made up the majority of professionals in a school and their involvement in leadership was crucial because they influenced and touched many young lives. Their impact had

an affect on students as teachers developed the students' academic skills and also emotional well-being.

Each province has its own teacher accreditation process headed by an organization that oversees this process. For example, new teachers in Ontario must become members of the Ontario College of Teachers (OCT) to teach in the public school system. Since the Ontario College of Teachers inception, there was a *Professional Learning Framework for the Teaching Profession* plan outlined and as part of the framework and included a document to guide those in the teaching profession. A 1999 document called the *Standards of Practice for the Teaching Profession* is currently going through a review process and the five standards outlined may be modified. The OCT (1999) document stated that teachers must adhere to five standards of practice.

The first standard was commitment to students and student learning by which a teacher must demonstrate care and commitment to students and treat them equitably, and with respect. The second standard looked at professional knowledge. To be competent in their jobs, teachers needed to know curriculum, subject matter, the students, and the teaching practice. The next standard included the teaching practice where teachers were asked to apply professional knowledge and show that they understood students, curriculum, teaching, and conducted ongoing assessment. Also, the document outlined leadership and community, which asked that educational leaders create and sustain learning communities and collaborate with colleagues and parents. Finally, it was especially important that teachers engage in ongoing professional growth activities (p. 6). These five

standards could be also applied to principals and vice principals in schools across the province.

As of June 2006, the new OCT document was approved and the guidelines were set forth for all teachers in the province of Ontario. The new *Standards of Practice for the Teaching Profession* listed above is essentially the same as the old document. The new and current document included a new component, *The Ethical Standards for the Teaching Profession* which outlined four key purposes - care, respect, trust, and integrity.

The first area encouraged teachers to show compassion, care, and acceptance for their students. Professionals must be committed to ensuring the students' well-being. The secondary area outlined the need for teachers to model respect to all individuals in the school and as well as to honour human dignity. Trust, the third area, points out that members must interact with other staff and students based on trust which embodies honesty and fairness. Integrity is the final area that expects educators to be reliable, honest, and exercise good moral action. This component of the OCT document hoped that members would continually reflect on exercising integrity in their careers.

As a teacher, she/he was "an advocate for his or her classroom and/or subject" because he/she had sound "pedagogical content knowledge" (DeBlois, 2000, p. 27; Leithwood et al., 2004, p. 11). In 1918, in the *New York Evening Mail*, H. L. Mencken stated, "A man [sic] who knows a subject thoroughly, so soaked in it that he eats it, sleeps it, and dreams it – this man can always teach it with success…" (Gilleland, 2006, p 1). An expert should openly share his or her

breadth of knowledge with others. This sharing should ignite learning in the students, as they were the ones who benefited the most. At the same time, teachers also gained additional knowledge by learning the students' perspectives.

To be considered educational or instructional leaders, a key element was the ability to focus on "improving classroom practices" (Leithwood et al., 2004, p. 4). Once teachers became established as leaders in their classrooms, they often moved into a more formally designated prominent leadership position, such as a lead teacher, department head, curriculum consultant, vice-principal or a principal. In these roles, they must be leaders within the school as they were now in a more public forum than simply leading students within the classrooms walls.

Schempp (1988) distinguished between "good" and "effective" teachers by stating the term "effective" teacher was used rather than good teacher because it could be debated as to what a "good" teacher was or did, or how one was recognized" (p. 23). The word "effective" can also be argued about what made someone effective in his/her job. Hoy and Hoy (2003) and Naeth (1993) believed effective teachers were warm people, enthusiastic, approachable, had creative thoughts, knowledgeable in a variety of subject areas, used a variety of teaching/learning strategies, had clear expectations, prepared for work, could stimulate students, and had organized lessons.

Schempp (1988) also found that "effective teachers are effective managers, but effective managers are not necessarily effective teachers" (p. 23). This finding suggests that to be good in one position does not mean a person will automatically be good at another position. (Note: This experience had been the

case for a few student participants where a teacher at their school was a great teacher in the classroom, but changed when this teacher entered the role of vice principal a few years later.) Thus, different skills, attitudes, and knowledge are involved in becoming proficient in both areas. It can be quite an adjustment for some.

Beauchamp and Parsons (1992, p. 54) outlined four requirements to becoming a good teacher. These were knowledge of subject area, teaching methods, organizational techniques, and communicative devices. One could accomplish these requirements, but it took time to gain real effectiveness with other humans; and, becoming a good educator "takes work [and] also takes knowledge of the school and what happens there" (Beauchamp and Parsons, 1992, p. 54). Furthermore, Pal (2002, p. 1) commented, "teaching is not only about knowing what you know but also knowing whom you're teaching…it's about being patient…it's about teaching the "ins" and "outs" of the organization."

Student participants noted the need to have teachers who engaged their imaginations and creativity. In addition, Waldron et al. (1999) discovered that students like teachers who were "knowledgeable, respectful, friendly and can relate" to them (p. 108). Student participants also wanted someone "turned on" to learning – a person who had lots of interests because then, they were more likely to model the behaviour of these teachers (Haberman, 2004, p. 52). The student participants in the study agreed that, if teachers were passionate about their subjects, they became more interested in the material. Moreover, Waldron, Collie, and Davies (1999) found that "The most effective teachers are those who can

relate to young people and, in this regard, the most essential qualities are sincerity and trust" (p. 108). Being able to relate to students and to understand their feelings was an important quality for teachers and administrators to have.

Abraham J. Heschel described teaching as "the art of sharing" (2004, p. 1). Teachers like to share what they know and like to share in the learning process with their students in hopes that they become independent learners. "Good teaching is sine qua non of schooling; in fact, good teaching is what instructional leadership is all about – finding ways to improve teaching and learning" (Hoy and Hoy, 2003, p. 6). New ways of teaching made learning less "boring" for students.

In research, it had been cited that, to be a good educator, one must possess several basic qualities. First, an educator must have enthusiasm for the job and for working with students. To remain as important figures in students lives, they must be good listeners and dependable as some students needed to go to these individuals for guidance and support. Other qualities that made learning enjoyable was adding humour and creativity. A quality that made relationships strong was fairness (Wells and White, 2001; Cox, 2004). Student participants also felt there were many other important qualities that teachers possessed that made them great educators. For example, great educators could give clear explanations by showing how ideas tie together and also they made students feel important by engaging students whole being. As well, they taught students how to learn by making complicated learning simpler and kept students focused on learning (Ansary, 2000).

Duckworth (1986) commented on the demanding tasks of the hardworking professional as someone who tried to "engage learners, who seeks to involve each person wholly – mind, sense of self, sense of humor, range of interest, interactions with other people – in learning" (p. 490). Moreover, the Smith and Ross 2001 report conducted for the Ontario English Catholic Teachers Association (OECTA) stated that

> Excellent teachers combine personal qualities, interpersonal skills, and professional characteristics to bring about improvement in learning. Excellent teachers care about their students and understand that motivation for learning is seldom generated by test scores and achievement levels alone …Excellent teachers therefore bring "poetry and soul" to their work and are able to combine effective planning, classroom management, and regular assessment with creativity and imagination. (pp. 5-6)

In *Leadership Capacity for Lasting School Improvement*, Lambert stated, "Teachers and other staff members must perform as leaders in their communities, understand that leadership of adults and the leadership of students are parallel concepts" (2003, p. 21). She provided a specific example of the kindergarten teacher seeing herself as more than just the kindergarten teacher. As this teacher became a more active member in the professional learning community, she came to see herself as an educator, ready "to assume responsibility for school-wide improvements" (Lambert, 2003, p. 7).

However, some teachers did not see themselves as more than just a certain grade level teacher. Some did not want to take on additional responsibilities that

Lambert referenced. Lambert went further by saying that all teachers must view themselves in this way if they were to have a greater impact on the students in the school and not just in the classroom. These teachers still had a great impact in the school by being good classroom teachers because those students would grow older, be moved to other classrooms, but still possessed values learned from that special teacher.

What is good teaching? What is good leadership? And, are the two interconnected? I began this study with the belief that leadership was implicitly embedded within the work of teaching. In other words, good teachers must then, by definition, be good leaders. Good teaching and good leading are interconnected. Both leaders and teachers have similar qualities that help make them more effective. These qualities include: effective oral communication, showing respect to others, enjoyment of the job, a positive attitude, and being able to be an example for others. These qualities are relational, because both teachers and leaders work with other people.

Implicit within this study is my belief that good teaching and good leading can be nurtured and developed over time. However, within schools, teachers as leaders and administrators as leaders often function within different settings. For example, the environment of being a teacher and being an administrator differs in the sense that teachers are charged with having control over students in their own classrooms. However, a school administrator is responsible for more than just a selected group of students. Good teachers have a passion and knowledge for students and subject matter, whereas, good leaders

also need to develop a passion for leading both staff and students. One obvious difference is that administrators work with adults more than teachers do. Good teaching means devoting time to students in class and after hours. Good administrators must accomplish both the duties of the leadership role and, on top of this, have time to spend time with students.

Both good leadership and good teaching occur best when the atmosphere is comfortable. For teachers, this means engaging students in learning. Good leading happens when the school environment is welcoming and inviting. Good teaching thrives when it is supported by good administration. Administrators benefit when a school is staffed by good teachers. Administrators must recognize, encourage, and motivate good teachers. Lieberman (2003) commented, "Teacher leadership does not replace, but rather augments, principal leadership" (p. 4).

My study is based on the belief that both good teaching and good leading can be taught and improved with reflective experience. Some good teachers may be good classroom leaders, but may not be good administrative leaders in the school. Leadership in a school, expressed both in the actions of administrators and teachers, is important for a school to be a successful place of learning.

Michael Moher, Director of a Windsor school board, stated, "A dedicated, innovative, and well-qualified teacher can make a tremendous difference in a child's education, a child's life, and ultimately, the future of our country" (2001, p. 1). Teachers lay the foundation for the students in their care because this strong

foundation prepares them for their future. As the profession of teaching continues to change, people will enter this profession hoping to make a difference. It is a challenging, yet rewarding, profession. Chris Spence, a principal in Toronto, said when "deciding to go into teaching [it] must be a decision from the heart" (Fullan, 2003, p. 39). Teaching is a profession that deals with both emotions and knowledge. A former instructor at the University of Western Ontario stated that teaching is a "relationship business" (Finnigan, 2005). Starratt (2004) mentioned that we must apply heart, art, and science to what we do as teachers and principals. Similarly, Nieto (2003) found that most teachers 'love' teaching their students and subject matter. This love was not "simply a sentimental …emotion," but encompassed other things such as trust, confidence, and admiration of the students and their strengths (p. 16). Although there may be difficult circumstances and troubling times, the drive to be instrumental in the students' lives is paramount.

Both Barth (1999) and Lambert (2003) commented that teachers who chose the path of leadership became owners and investors in their school instead of just tenants. Moreover, Parsons and Beauchamp (1991, p. 114) stated, "The milieu of teaching reminds teachers that the job is, after all, worth doing – and worth doing well."

Although the profession of education is the centre of educational thought about teaching, teaching as a vocational activity (and not simply a professional activity) is seen widely as a key activity in all human enterprise. Jones (2003, p. 1) cited this famous quote by Ralph Tyler stated, "Teaching is not just a job. It is

a human service, and it must be thought of as a mission." Several individuals, in the Catholic system, stated that this was their purpose for being an educator (Brode, 2003).

Goldman, a principal in Chicago, wanted his teachers to be "crusaders," because they have a passion for what they are doing in the profession (Fullan, 2003, p. 36). Every one in a school was involved in the education of the students within its walls. As a group, they must come together as a collective body and give the students a good education and prepare them for the future.

Principals as Leaders of Schools

There are a variety of reasons why educators choose to be administrators. Some positive reasons include a career change, new opportunities, new challenges, and support from fellow colleagues. Unfortunately, there are some who follow this path to make more money or just want to get out of the classroom. Individual's who choose administration and are likely to be successful in those roles, have a history of successful teaching. When this history is present, these administrators as teachers had been on the "front lines" of education and knew the challenges and successes teachers faced on a daily basis (Sergiovanni, 2001). These administrators spoke and acted from both their experiences and from their hearts. Their commitment, beliefs, and passion for their school community were evident in what they said and did. Principals inspired and strengthened ordinary people [children, staff, and/or parents] to do extraordinary things (Abrashoff, 2004, p. 1). These principals were seen as accomplished teachers and moved into their present roles (Bottoms et al., 2003).

Although the traditional view of leadership embedded in this "official" school hierarchy may be argued, it can not be argued that people could not move into these leadership positions if they did not have support from administrators and colleagues and also have a positive influence on a great number of students. Support was crucial for people to move into designated leadership roles. I am reminded of a quote found on a magnet, "Whenever you see a turtle on top of a fence post, you know he had some help."

When teachers moved into the job of vice principal or principal, they started to have a different impact on the school and the students within its walls. Smith and Piele (1989) cited Sergiovanni and Elliott's (1975) research when they looked at the "ways in which the principal expresses leadership, uses power and authority, arrives at decisions, and in general interacts with teachers and others" (p. 28). The way these principals acted in these key areas would be deciding factors as to whether they could be good leaders. One of the best strategies was for a principal to be seen doing good work on the school's behalf. A principal's actions, within the school, mattered to the staff members (Leithwood and Jantzi, 1997). Teachers were more likely to go along with the principal's plans if they saw them as benefiting the school or the students. Administrators needed to be proactive rather than reactive by taking charge in the school (Davis and Thomas, 1989).

Sweeney's study (1982) found that strong leadership by the principal was crucial for the growth of the students, teachers, and school. Effective principals exhibited a number of strategies that were identified and found applicable to

today's educational environment. The following strategies appeared in Sweeney's (1982, p. 349) work and have been cited often recent leadership literature I have read. The first statement listed was the most important one cited by participants in this study. Sweeney found that good leaders were visible in the school and did not remain in their offices. As well, they participated in many activities at the school and in the classrooms (NAESP, 1990; Connors, 2000). Some possible activities included coaching sports teams, supervising dances, moderating clubs, watching an event or game, talking to students in the hallways and cafeteria during lunchtime. Leaders were also able to convey their commitment to achievement to teachers and students (Joekel, Wendel, and Hoke, 1994, p. 35; Covey, 1991, pp.33-38). Leaders provided and fostered an atmosphere conducive to learning (Sergiovanni, 1995). They made students feel comfortable, showed them respect, treated them fairly, and assisted students when they were experiencing problems.

Although leaders had many responsibilities, they still understood that what was happening in classrooms impacted the goals of the school and knew they would attain those goals (Mitchell and Castle, 2002; Leithwood and Jantzi, 1997). The literature also noted that leaders communicated regularly with colleagues and supported others by working towards the school goals (Leithwood and Riehl, 2003; NAESP, 1990; OPC, 2004). Yet, they had the ability to regularly evaluate student progress. They helped set the expectations for the school and therefore checked to make sure those expectations were being met (Wycoff, 2004).

The culture of many "traditional schools" was that the principal made the decisions, because that was what he or she got paid for. Obviously, it took time to change these beliefs, which were entrenched in the culture of the school. The Interstate School Leaders Licensure Consortium stated, "A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth" (CCSSO, 1996, p. 12).

In 1989, research in Ontario, by Trafford (quoted by Mulligan, 1990, p. 257) found a "vacuum in leadership." At that time in Ontario, Trafford (1989) found leaders who were "mentors," some who were "facilitators and enablers," while a limited number were "visionaries." Schools needed leaders who made key changes and improvements, which helped the school in the long run.

A study by NAESP (1990) titled *Principals for 21st Century Schools* found that effective principals needed the following characteristics to be successful. Several key qualities indicated by the research participants' were effective communication, visibility in school, actively involved, had high standards of others, and showed trust and respect to all. Other important characteristics were discovered by NAESP research. For example, having human relations skills and being professional helped build positive relationships with colleagues and students. Good leaders had a clear plan of action and were able to make changes that improved the school's learning environment in such a way that it became a place people enjoyed being a part of. As well, good principals were always

willing to help fellow colleagues with meeting students' learning needs (cited in Joekel, Wendel and Hoke, 1994, p. 35).

Good schools succeeded in many ways, but at the core were "relationships between adults and children" (Goldberg, 2000, p.171). Communication was central to success in good schools. Using communication, strong connections among students, staff, and parents were built. Davis and Thomas (1989, p. 39) stated, "Strong instructional leadership by a principal with vision is the single most critical component of a successful, effective school." In terms of a school's vision, Blasé and Blasé coined the phrase "driving dreams" (1994, p. 68). Every leader must put forth the effort so that school goals (dreams) can be reached. Also, Schutt noted that principals needed to "facilitate the development of a shared vision of learning and the purposes of the school [and] resolve problems in achieving the school's vision" (2001, p. 26).

To be a successful educational leader, one must be well-schooled in education. Leaders in schools must have completed several courses beyond a Bachelor's degree (most require a Master of Education degree and/or several additional qualifications) as well as various school experiences to take on these roles. One must also be aware of the talents others bring to the table and part of leadership was to know when to let others do the leading (Buffie, 1989). As principal of a school, one must develop leadership in other staff members which resulted in strengthening the overall school leadership. A leader must discover others people's strengths and give them responsibilities to develop those areas further. As Michael Fullan put it, "the pipeline of leadership is crucial" (2003, p.

24). Moreover, Joekel, Wendel and Hoke (1994) said that successful principals were:

> Change agents and innovators who are not afraid to take risks. They empower teachers and encourage teachers to be leaders and also strongly believe in shared decision-making. They have high standards and constantly push for excellence. They are actively involved in every aspect of the school and are visible to students, faculty, staff, parents, and the community. (p. 35)

Stephen Covey (1991) noted several characteristics of "principle-centered leaders." He noted that these leaders continually learned through their experiences, were service-oriented people who provided for their followers, radiated positive energy and loved the sense of adventure in their job, and continually engaged in activities that strengthened themselves which kept them productive and focused on their roles. Covey commented that these leaders lived balanced lives and were "not married to their work" (pp. 33-38). He also stated that they had faith in others and pulled together people's talents to build a stronger school.

Unfortunately, reality sometimes differed from these findings when it came to making changes within the school. Gunter stated, "The leadership in education terrain is very busy" (2001, p. 2). This metaphor showed the difficulties leadership faces each day of the year. Rooney (2000) found principals in Ontario faced increased pressures on the job and this trend had continued to the present day. Goldberg (2000) stated, "Change requires leadership … and most school

leaders do not stay in the job long enough to effect change" (p.180). This applied to the public and catholic school systems. The pressures of the job were too overwhelming and they left those positions. Williams (2001) found that Ontario had a present crisis in school leadership. He reported that "80% of current elementary and secondary school principals in Ontario will retire by 2009" (Fullan, 2003, p. 23). Many qualified individuals were in the Ontario system, but these individuals did not want to assume principal and vice principal positions. This situation was similar to the situation in Victoria, British Columbia (Gronn, 2003, pp. 61, 64-65).

In 1999, the Ontario provincial government decided to remove vice principals and principals from the teacher unions and create their own professional organizations. One such organization was called the Catholic Principals Council of Ontario (CPCO). All other leaders in the province belong to the Ontario Principals Council (OPC). The OPC (2004) had outlined nine criteria they felt are essential to leading in today's school system. These include advocacy for learners, supervision of program and staff, visionary leadership, professional knowledge, and strength in community relations. As well, several skills were most important - management, communication, and interpersonal. If a person met specific criteria, then he/she was prepared for the administrator role. With job experience, peer mentoring, education courses, professional development, an administrator would develop these skills further.

Teschke (1995) pointed out that it was "apparent that a principal who exhibits certain attributes and behaviours can have a tremendous impact on a

school" (p. 8). More recent research outlined supported these claims. A principal must possess the following in the role as leader of a school: a vision (Richard, 2001; Clark, 1997), visibility within the school (Whitaker, 1997; Connors, 2000), communications and human relations skills (Gilchrist, 1989; Ontario Ministry of Education, 2000), honesty and integrity (Fullan, 2003; Robbins, Condie, and Kondo, 1995), set good examples by working hard themselves (DeBlois, 2000), committed to education and student learning (Sergiovanni, 1995), and provides support and direction for teachers and students (Wycoff, 2004; Mitchell and Castle, 2002; Robbins, Condie, and Kondo, 1995; Joekel, Wendel and Hoke, 1994).

Furthermore, Kotter (1990) believed,

> The principal's most significant effect on student learning comes through his/her efforts to establish a vision of the school and develop goals related to the accomplishment of the vision. Sharing leadership and aligning people to a vision is crucial and leads to a leadership-centred culture...the ultimate act of leadership. (p. 11).

Sergiovanni (1995) expressed similar ideas as he outlined the characteristics that made up effective schools. For him, good schools possessed a leadership-centred culture, not a principal-centred culture. Some principals, who had leadership centred about themselves, had huge egos, and demanded power or control over the people within the school. One male student in the study called this "running the school with an 'Iron Fist'." A principal of a school cannot simply persuade others to "buy in" to his/her way of thinking. If so, when he or

she left, the leadership left as well. Although this might have left the door open for a powerful force to enter and make a positive difference in the school.

DuFour and Eaker (1998) explained, "These guiding principles are not just articulated by those in positions of leadership; even more important, they are embedded in the hearts and minds of people throughout the school" (p. 25). Sustainable change must come from within the learning community itself. Leaders should work to empower those around them to all be leaders. If they saw an accomplished or effective teacher, they should be moved into a leadership position (Bottoms et al., 2003). Some leaders did not want to give up their control and would not support the development of their teachers as leaders. It was noted that, when good leaders left an organization, they should not really be missed because these leaders ensured that the organization could function without them. Thus, the school continued to strive because leaders in various areas of the school continued to build a strong community of learning (Fullan, Bertani, and Quinn, 2004). A male teacher in a Windsor school board commented that "Good leadership is vital to the survival of any institution" (Brode, 2003, p. 40).

Ultimately, principals or administrators needed to see themselves as educational leaders first; and, when decisions are made, these decisions must be made with the goal of enhancing student learning. A successful leader worked to get stakeholders to go in the same direction and achieve the common goal of enhancing student learning (Leithwood and Riehl, 2003). This direction-setting reflected the "transformational" style of leadership. Effective leaders involved others in school decisions and operations so everyone saw they were enhancing

the education of the students. Thus, "leaders must share information and the subsequent authority that goes with it" so that they could empower others to do right (Jones, 1995, p. 264). If everyone in a school community could share that understanding, then the path to school change and improvement was going in the right direction. Moreover, Hallinger (1989) spoke about leadership teams in secondary schools. He commented that these teams helped to carry out important duties of instruction, curriculum, and supervision within the school.

All Leaders in the School Setting

Berger and Luckmann (1966) (cited by Smircich and Morgan, 1982, p. 258) stated, "leadership is socially constructed through interaction… emerging as a result of the constructions and actions of both leaders and led." This idea remains applicable today. For instance, Leithwood and Jantzi (1997) thought leadership was defined as an influence process, one that depended on the extent to

> Which people eventually perceive leadership as a quality someone possesses and, as a result of that perception, consent to be "led." Being perceived as a leader, therefore, is every bit as crucial to a leader's effectiveness in the role as is the exercise of some set of leadership practices or behaviours. (p. 327)

As a discipline, leadership could be classified as both an art and a science. The leader must "draw from a vast array of capabilities, experiences, and approaches" to be able to effectively lead the organization to success (Langstaff, 2003, p. 2). Sashkin and Walberg (1993) stated, "There is a consensus that leadership is an important ingredient in improving schools. At the same time few

are satisfied with the ways in which leadership has been understood and practice" (p. 73). For example, today's leaders must have the "knowledge and understanding of the influences that impact organized behaviour and be able to apply these management principles" (Green, 2001, p. 93).

Leithwood and Jantzi's (1997) research outlined several dimensions of leadership. They found that having set goals for an organization was top priority. A leader needed to create a vision and get others to believe in it as well. A leader must have high expectations of his/her followers if they are to work towards the mandated goals. Providing individual support and working together allowed every one in the organization to participate and contribute to the process. Therefore, a collaborative approach was necessary for the vision to be obtained.

Leaders were influential persons because a leader's actions impact and become important to others affected by those actions (DeBlois, 2000). Neuman and Simmons mentioned that the definition of leader had been "broadened to encompass teachers, staff members, parents, and members of the entire education community" (2000, p. 9). Within the school, a leader's background varied. Some may had been practicing teachers or administrators; they might be male or female. Regardless, the leader had an important role within the school. Both Gronn (1999) and Staw and Salicik (1977) credit Calder (1977) as a researcher who seriously developed the idea of leadership.

The Council of Chief of State School Officers located in Washington, DC, stated in the Interstate School Leaders Licensure Consortium standards that,

> Effective school leaders are strong educators anchoring their work on central issues of learning and teaching and school improvement. They are moral agents and social advocates for the children and the communities they serve. Finally, they make strong connections with other people, valuing and caring for others as individuals and as members of the educational community. (CCSSO, 1996, p. 5)

This quote reflected the research participants' opinions about leaders. Students wanted positive role models. They wanted their feelings to be important. The students looked to educators who pushed them to do better in school and be better human beings. The lessons learned were not always knowledge-based. Students also learned from social interaction with administrators, teachers, and peers. At this crucial time in their lives, they needed caring individuals who would support them during difficult times and also shared the good times.

Education World (2000) conducted a survey on school leadership with forty-three principals in the United States. Several of their findings had been cited in previous research. The results of the study outlined the top ten qualities of school principals. Some new ideas expressed, which had not been previously mentioned, included having a sense of humour and "offered meaningful kindnesses and kudos" to fellow staff members and students (Hopkins, 2000a). In addition, leaders cultivated good teaching practice by developing strong teachers. They were honest, which resulted in trust by others. In another study, one teacher remarked, "Qualities such as honesty, courage, responsibility, and humor are vital to the success of any leader. No amount of training or research will give a person

these traits – they are qualities that are found with special individuals" (Goff, 2003, p. 2).

Leaders were often asked to take on a variety of roles to get the job done well. Wells (1996), as cited by McLellan (2004), examined the roles leaders had to perform. Wells placed these roles into several categories which included: visionary, mentor, guide, ally, and artisan. He went on to say that leaders must be fully aware of these roles and learn the skills involved in each because this will help in his/her leadership role within the school. (Student participants in this research agreed. They viewed the roles of leaders as educators, mentors, surrogate parents, coaches, advisors, friends, and confidants.)

However, leaders must make it very clear that, no matter what the issue, their goal was to enhance student learning in the classroom and the school environments. As the CCSSO *Standards for School Leaders* (1996) stated, administrators must remain anchored "on central issues of learning and teaching and school improvement" (p. 7). Educational leaders must put learning and teaching first. Learning, in one form or another, is the main purpose of education. Within current society, many children did not have support systems in place and teachers were maybe the only advocates many of these children have. Therefore, it was important that educators understood and performed their roles as advocates for children.

In theory, the school or institution could nurture and create new leaders. It could also remove a leader it felt was not effective. Truly effective leaders would have a long-lasting influence on a school. At times, such leaders could be moved

to bring the same success to another place in need. These people fought on behalf of students. As one female student participant put it, leaders must be able to "look at the bigger picture before making decisions" that affect the whole school.

Fullan (2003) stated, "The leader's job is to help change context – to introduce new elements into the situation that are bound to influence behaviour for the better" (p. 1). Individual leaders within a school need "a process for the leader's vision to become quickly shared" (Lezotte, 1992, p. 14). The leader needed to communicate his/her ideas to others and then asked for feedback before proceeding with a plan of action. This would bring all parties together so that they shared the same goals.

Green found "Leaders functioning in learning organizations operate with a shared vision and a compelling mission, acting on the accepted notion that collaboration is essential to their success and the success of the school" (2001, p. 93). These good leaders knew firmly where they going, how to get there, and how to get people around them to be a part of a team (Leithwood and Riehl, 2003). Therefore, relationships and communication were keys to successful leadership. McLellan (2004) also added that the value of the people involved was also important. Students, parents, staffs, and colleagues needed to feel valued, appreciated, deserving of a leaders' attention, and concern. He considered this a moral imperative.

John Gardner (1990), a prominent researcher and educator, completed a study in the late 1980s of major organizations and leaders in North America. His study drew several conclusions about leadership and found that some qualities

appeared to allow a leader in one situation to lead in another. The literature I have read suggests that many of these still hold true today. For one, leaders needed intelligence and good judgment because they dealt with numerous difficult issues on a daily basis. For example, Smith (2003) noted that leaders needed to be decisive, assertive, and confident in their decision-making abilities. They needed to be able to communicate with others so that others could trust them. A leader also needed to convey that they understood their followers' needs and were working towards meeting those needs. If there were times that did not go as planned, a leader accepted responsibility and moved ahead looking for a better resolution. The long hours and physical demands of the job required vitality and stamina. Despite obstacles, the leader needed to remain strong in mind and body (Smith, 2003). Overall, leaders had the skills to deal with people as they could relate to their followers and had the capacity to motivate them.

Recently, Waters, Marzano, and McNulty (2004, pp. 49-50) analyzed approximately seventy studies conducted on effective leadership and they found twenty-one key areas of responsibility. These areas were: culture; order; discipline; resources; curriculum, instruction, and assessment; knowledge of curriculum, instruction, and assessment; focus; visibility; contingent rewards; communication; outreach; input; affirmation; relationship; change agent role; optimizer role; ideals and beliefs; monitoring and evaluation; flexibility; situational awareness; and intellectual stimulation. (The student participants in my study mentioned approximately half of these key areas. Students may not see the other ones, but fellow educators viewed them as important).

Leaders of Tomorrow

Neila Connors stated, "The best teacher is the one who NEVER forgets what it is like to be a student. The best administrator is the one who NEVER forgets what it is like to be a teacher" (2000, p. 11). I believe educators in the field can not simply think only of the future. They must remember what brought them to the place they are now, because that previous journey had allowed those people to gain considerable perspectives and insights on education.

Mary Neuman and Warren Simmons (2000) stated

> The most effective schools that we have worked with, every member of the education community has the responsibility – and the authority – to take appropriate leadership roles. Leadership in … schools and districts has been reconceptualized to include all facets of the school community. (p. 9)

For schools to become successful learning environments, a strong leadership base is needed. Several students stated that they wanted leaders they can turn to and seek advice about their personal and/or school matters.

In the past, men predominantly held leadership positions. Some changes had occurred; yet, women were still not "equally represented in leadership and managerial roles in organizations around the world" (Jones, 1995, p. 190). Many so-called qualities of leadership were considered to be male-indexed, yet many women were now taking up leadership positions. More was involved in leadership than qualities alone. Culture, attitude, context, personality, and relationships were huge factors in determining leadership success (Manning and Haddock, 1989). Gould (cited in Goldberg, 2000) stated that a leader tried to

"nurture and foster an intellectual environment… [one has] to project the importance of intellectual values and integrity, and do it by example" (p. 84).

Thus, leadership could not be taught in a few or even many simple steps; it needed to be nurtured, cultivated, and strengthened over a period of time. Sammons, et al. (1995) stated that "Effective leaders are 'firm and purposeful' in leading improvement; 'participative' by sharing leadership and delegating; and 'the leading professional' through pedagogic and curriculum knowledge" (p. 8). Effective leaders must work to create a positive classroom and school environment for their students and, therefore, increased outcomes and student performance.

In the literature reviewed, leadership was described as more than just support; it encompassed many qualities. If the literature was correct, when leaders took on leadership positions they must set clear goals and learning objectives. This provided purpose for students and staff in a school to work towards a positive learning environment. These leaders also had high expectations for others because they did not want to steer off course from the original objectives. They had strong interpersonal skills, which enabled them to work collaboratively and cooperatively with others. It was also important to show care and concern for others so they felt valued. This would be more difficult to accomplish in large, urban secondary schools.

A school's climate without effective leadership is evidently different. The staff, students, and community had a different dynamic when the accountability was low and the leader had not established credibility among those they worked

with directly to support teaching and learning. Leaders in a school could help create a "good, positive" school environment, or they could be detrimental and could have the opposite influence (Gilchrist, 1989). The major negative effect was that a student hated his/her high school years, did not learn anything of value, and could not wait to get out that place. (This was certainly an effect that educators want to avoid; however, few student participants felt that way. In my opinion, as educators in secondary schools, I believe we failed those students. Therefore, they would not take anything away from their secondary school education and would only have ill feelings about their experiences there.)

In the story *Alice in Wonderland,* by Lewis Carroll, Alice (A.) questioned the Cheshire Cat (C.) in the following scene:

A. "Would you please tell me which way I ought to go from here?"

C. "Well, that depends a good deal on where you want to go."

A. "I don't much care where."

C. "Then, it doesn't much matter which way you go" (1999, p. 50).

Unlike Alice in her journey, a leader must know where she or he wanted to go; otherwise, it did not really matter where the school headed. A leader needs to have a clear picture of the destination so that he or she could plan for the journey to reach that final destination. Moos, Mohony, and Reeves (1998), as stated in MacBeath (1998, p. 63), found that good leaders can also "look ahead, anticipate change and prepare people for it so that doesn't surprise or disempower them." The individual must make an informed decision that considers the long-term goals. These ideas were comparable to the educational literature on leadership.

Moreover, Bobbie Eddins, executive director of the Texas Principals Leadership Initiative commented that "the leader's role in schools is about instruction, about leading their community, about being a visionary" (Richard, 2001, p. 2). Without these, the leader would likely fail.

Leadership Theory and Styles

Theoretical literature pertaining to leadership has evolved over time. Each "school of thought" included its own unique characteristics and each approach had its strengths and weaknesses. One of the earliest theories was the "Great Man Theory," which led to other groups of theories such as the Trait Theories, Behaviourist Theories, and theories of Situational Leadership. More recent theories include Contingency, Transactional, and Transformational Theories. Unfortunately, some theories had no sound empirical support and this led to other theories come to fruition (Performance and Innovation Unit, 2001).

From the above, the two most "popular" approaches have been contingency and trait theories. Trait theory developed because researchers believed there was a set of criteria – or traits – "good" leaders exhibited and "less good" leaders did not. Ergo, a person who possessed these certain traits could then be placed successfully into a leadership position. Stogdill (1974) compiled a list of traits and skills he believed appeared most often in research. However, a variety of studies (Bolden, Gosling, Marturano, Dennison, 2003) found that no consistent set of traits existed. These researchers did find that the following leadership traits did show up: assertive, decisive, dependable, energetic, tolerant of stress, and willing to assume responsibility, while some common skills included intelligent,

creative, diplomatic, fluent in speaking, organized, and persuasive (Bolden, Gosling, Marturano, Dennison, 2003, p. 7).

Contingency theories emerged from the growing belief, spurred by research that no "right" style of leadership existed. In fact, often leaders behaved in particular ways in response to a number of other factors, which included such things as who was involved, the situation, the place, and the problem (Bolden, Gosling, Marturano, Dennison, 2003). Contingency theories helped shift the focus of the study of leadership from a focus only on the leader to an understanding that both the followers and the situational environment shared an impact on how leadership was shaped within the organization. Schools, being envisioned as "hierarchical bureaucracies and moral communities," required leaders who attended simultaneously to both realities in balanced ways (Beairsto, 1999, p. 15).

Schools, according to Leithwood et al. (2004), have many different types of leadership. He also notes that a variety of different adjectives (e.g., instructional, transformational, distributed, etc.) are used to capture the different methodological approaches to achieving a successful organization. Within this context, Leithwood noted that successful leaders exhibited more than one leadership style, depending on the situation.

House (1971) classified leaders into four categories based on their behaviour. Regardless of the full acceptance of trait theory, it would not be difficult to argue that these behaviours could still be seen today. House's first category asked that the leader be supportive. A leader must be approachable,

considerate, and show concern for needs of others in the workplace. House's second category suggested that a leader should set performance standards for success, established directions for accomplishing task, and scheduled the work for their followers. Third, House noted that participative leadership was important. Such leadership involved consultation with colleagues and taking their opinions into consideration before making final decisions. Finally, achievement-oriented leadership stressed excellence, task completion, set goals, and showed confidence in others (Green, 2001, p. 15; Reinhartz and Beach, 2004, p. 13).

Lashway (1977) stated that power was at the "heart of leadership" (p. 25) and noted that effective leaders knew how to utilize different types of power appropriately. Snowden (2002) and Klopfenstein (1989) both referred to the work of French and Raven (1960) where power was placed into distinct categories. The first category, expert power, suggested that a leader could "perform" in front of followers. Such leaders exhibited knowledge that caused others to look up to them for expertise and guidance. Referent power, according to Lashway, was the "ability" to be liked by others. Thus, leaders needed to be friendly, outgoing, and demonstrate appealing personalities others would appreciate. Legitimate power was based on sharing common values with people in the organization.

But, although power was important, Lashway (1977) noted that not all power was positive. A negative type of power often used by leaders was coercion. Coercive power was the ability of the leader to control followers. Often, if followers did not do what leaders asked, penalties were induced. As a result, followers become obedient to the leader out of fear. In contrast, a final type of

power was reward power. If followers did what the leader asked, they would receive enticements and rewards for obedience. Followers, it was thought, would continually conform to expectations in exchange for rewards for their efforts.

The belief that leaders utilize power has been restated by others. For example, Hersey, Blanchard, and Johnson (1996), as quoted by Bulach (2004, p. 3), reported that a leader who used referent power was generally "liked and admired by others … [and] that influences others." When an educator moved into a position of more responsibility and power such as a principal then management difficulties emerged. Bolman and Deal (2002) explained it this way:

> Administrators sometimes hoard power because they feel there's not enough to go around…The paradox is that hoarding power produces divided and powerless organization…The gift of power, on the other hand, enrols people in working for a common cause and liberates energy for more productive uses. (p. 25)

Theories of leadership common today include the role of followers in the nature of leadership. Two current theories in school are transactional and transformational leadership. A transactional leader is preoccupied with power, follows and fulfils role, hard data oriented, and supports structures that reinforce the bottom line. On the other hand, a transformational leader discusses beliefs, seeks perspectives from others, considers other people's abilities, acts in ways that build's respect and trust, instils pride in others, and can articulate a plan of action (Bolden, Gosling, Marturano, Dennison, 2003).

Although, it would seem that most people prefer transformational leadership, obviously both transactional and transformational leadership are necessary at certain times and for certain decisions. "Transactional leadership has remained the organisational model for many people and organisations who have not moved into or encouraged the transformational role to meet the challenges of our changing times" (Bolden, Gosling, Marturano, Dennison, 2003, p. 15). This is where most schools find themselves. There is great support for transformational leadership, but Bass & Avolio (1994) note that most places are still in the transactional stage. Bolden, Gosling, Marturano, Dennison (2003, p. 15) suggest that "Transformational leadership is closer to the prototype of leadership that people have in mind when they describe their ideal leader, and it is more likely to provide a role model with which subordinates want to identify."

Other studies about leadership have been conducted over the years. One recent researcher, Portin (2004), outlined seven core functions of school leadership. Each function was broken down into various actions and duties. First, instructional leadership, which modeled teaching practices, ensured quality instruction. Second, cultural leadership tended to follow history, traditions and culture of school. Third, managerial leadership oversaw school operations such as the budget, facilities, and safety. Fourth, human resources leadership did the recruiting, hiring, mentoring, developing leadership capacity, and professional development opportunities. Fifth, strategic leadership promoted the school vision, goals, and mission statement. Sixth, external development leadership looked at public relations, advocated school interests, represented school in the community,

and mediated external interests. Seventh, micropolitical leadership mediated internal interests and maximized resources (Portin, 2004, p.17).

Williams (2001) noted that school boards today often looked for individuals who could handle various aspects of the normal job description, tasks that typically had been understood for school leaders. Williams also noted that the demand on a leader was onerous. There were tasks to perform, people to answer to, and policies to follow. No wonder leaders left the school system and new people pursued those positions unaware of the responsibilities associated with those jobs (Williams, 2001).

Robbins, Condie, and Kondo (1995) have noted differences between male and female leaders. Men typically used a "directive command and control style," while women used a "more democratic leadership style" (Robbins, Condie, and Kondo, 1995, p. 344). If this is true, men rely more on authority and women encourage shared power and try to enhance followers' self worth. However, these differences may be changing. More recent research and my previous research found that both sexes use a democratic way of leading (Robbins, Condie, and Kondo, 1995, p. 344).

In my previous research (Brode, 2003), several participants stated that hierarchical, "top down" leadership does not work in schools. This was not an accepted practice because it did not take into consideration all the members of the school. Yet, these schools had not moved completely to a distributed model. Participants, especially principals, preferred a distributed model of leadership in schools. Leaders must support teaching and learning to be effective. Educators in

leadership positions sometimes overlooked the important things happening in classrooms and the school because they slipped into the managerial role, and thus, focused on budgets, scheduling, and meetings (Sergiovanni, 2001). It is important to remember that a school is not a business, but rather a place of learning. However, some school boards have forgotten this; instead, they want to move away from the traditional principal to the role of business manager.

In recent years, there had been a shift in leadership in organizations and traditional forms of leadership such as the "bottom up" or "top down" approach were no longer working (Fullan, 2003). This experience was familiar for participants in my previous research project (Brode, 2003). Currently, "horizontal and loosely managed" or "distributed" leadership in organizations, where the responsibilities were shared among the staff, were more in "style" (Langstaff, 2003, p. 2). (Note: This approach was found in most of the schools and was favoured by student participants in this study however this was not the case in all schools.)

According to Lashway (2002, p. 3), principals chose from three major models to guide their actions as leaders. The first model was "hierarchical," which used rules, policies, and directives to govern from the top down. The second model was called "transformational." This model used moral authority to create commitment to shared ideas. Finally, the third model was "transactional" (otherwise known as facilitative). This last model used teamwork to create participation in collective decision-making.

Unfortunately, typical school structures are hierarchical. For example,

research outlined differences between "transactional" and "transformational" leadership reported that transactional leadership was more linear with a "top down" approach, while transformational leaders acted as negotiators and encouraged teacher input into decisions. An important aspect of transformational leadership is the attempt to achieve consensus among staff members (Dorion, 1994). This style had been cited and strongly supported by Ken Leithwood in 2003.

Often the leadership in a school was distributed among group members, which meant that responsibilities and tasks were spread throughout the educators in a school. The leader must decide who is most capable for certain tasks. Transformational leadership required more "process" which worked to reconcile leadership with "values, beliefs, feelings, and vision" (Dorion, 1994, p. 8). Starratt (1999, p. 25) commented that such leadership centres on building a "common interest in which motivation is underpinned by attempts to elevate members' self-centred attitudes, values, beliefs to higher, altruistic [ones]."

Miles, Lucas, and Valentine (2001) created a comprehensive model for middle school leadership where leaders worked to "positively impact the quality of schooling" for students (p. 2). They focused on three styles of leadership, similar to other studies on this topic. They noted, specifically, that transformational, instructional, and managerial leadership all contributed to effective leadership. A chart, developed by Miles, Lucas, and Valentine (2001) outlined these three models of leadership and suggested that an effective leader must utilize several styles to create a caring collaborative culture, achieving

positive outcomes, and promoting student, staff, and school improvement. [see Appendix O]

For Miles, Lucas, and Valentine (2001), "transformational" leadership included several key areas. Providing vision, which has been cited numerous times, is the first key area. A leader must then model the behaviour that he/she wants to see in his/her followers. The leader must also stay committed to his people and provide support and encouragement so that they will remain committed to the tasks at hand. Having high expectations put pressure on others so that they had something to strive for. To keep every one in the organization focused, intellectual stimulation must be provided so that people will not fall into bad habits and give up on the organizations goals.

Moreover, Miles, Lucas, and Valentine (2001) looked at "instructional" leadership. This type of leader must lead in four distinct roles: resource provider, instructional resource, communicator, and visible presence (Miles, Lucas, and Valentine, 2001, p. 8). Third, managerial leadership also called organizational environment, included four prime areas. A leader needed to have good teacher and students relations otherwise he/she would not be effective. As well, there were two important processes under this style of leadership - interactive and affective processes.

In addition, four other terms were closely associated with leadership: "management, administration, headship, and executive" (Gronn, 1999, p. 3). The literature made a number of distinctions between a manager and a leader. For example, leadership meant more than just the day-to-day activities of running a

school. Schein (1985) (cited in MacGilchrist, Myers, and Reed, 2004, p. 42) found that leaders built and maintained "organisational culture," while managers built and maintained "organisational structure." Bennis (1995) and Green (2001) stated that leaders were concerned with "doing the right thing," whereas, managers "do things right." Managers control, budget, and organize schools, while leaders were good communicators, influential, and visionaries. These skills and characteristics enabled them to make crucial changes in the school.

Moreover, Parkay (1996) stated that leaders were:

> Individual's who value education and see themselves as educational leaders, not just as managers or bureaucrats. They monitor the performance of everyone at the school – teachers, staff, students, and themselves. These leaders have a vision of the school as an effective learning environment and they take decisive steps to bring that about. (p. 128)

In Fullan's *The Moral Imperative of School Leadership*, Collins stated that a level five executive leader "builds enduring greatness through a paradoxical blend of personal humility and professional will" (2003, p. 10). Such leadership could only be achieved through relationships and, thus, cannot be done alone. The individuals within a school must work on building good relations with one another so that everyone, especially the students benefit. A leader had to keep in mind the "we," not "me," mentality. This mentality included caring about and for others, putting all on an equal footing, and considering everyone a capable educator. For Fullan, a level five leader should behave in such a way as to communicate these ideals.

MacBeath (1998) and Gunter (2001) both mention a study conducted in Australia done by Moos and Dempster. Moos and Dempster (1998) found a shift away from "bureaucratic or position-holding leadership to a more distributed leadership." When leadership was shared, everyone felt they had power and responsibility in an organization. Similarly, a South Australia study by Silins and Murray-Harvey (1999) found that independent girls' schools, where "transformational" leadership was practiced, were more successful than schools that did not practice "transformational leadership." Transformational leadership was defined as "visionary, focussing on goal achievement, providing intellectual stimulation and individual consideration, promoting collaboration and building a school ethos" (Silins and Murray-Harvey, 1999, p. 333). This South Australia study also found that transformational leadership "promoted improved curriculum, teacher development, and school culture outcomes" (1999, p. 339). Furthermore, Hopkins (2001), Harris (2002), and Lashway (1997) highlighted "the centrality of transformational and instructional leadership practices in achieving school improvement in schools facing challenges" or "in times of crisis."

Similarly, David Miliband, Minister of State for School Standards in England, found an "advance of transformational leadership" in schools (Miliband, 2002a, p. 1; cited in Fullan, 2003, p. 57). In another speech, Milliband stated that "school leadership is the single, most important contributor to school performance." He wanted partnerships in schools to be "fuelled by vocation and interest and commitment" (Miliband, 2002b, p. 5; cited in Fullan, 2003, p. 58).

For continued success in the school, vocation, interest, and commitment were necessary.

Sergiovanni (1995) stated,

> In schools that operate as learning organizations or professional learning communities, leadership is not defined as the exercise of power over others. Instead, it is an exercise of wit, will and passion, time and talent, and purpose and power in a way that allows the group to increase the likelihood that shared goals will be accomplished. In learning organizations, leadership as power over events and people is redefined to become leadership as power to accomplish shared goals. And when this leadership is exercised by everyone on behalf of what is shared, the organization (community) becomes a community of leaders.

Smith and Piele (1989) and Keedy (1993) found that the most successful leaders did not just exhibit one leadership style, but shared leadership depending on the situation. A shared leadership style empowered staff, students, and parents as much as possible in making decisions and setting policies that affect the day-to-day operations of the school. Bhindi and Duignan (1996, p. 29) commented that "authentic leaders breathe the life force in the workplace and keep the people feeling energised and focused." However, because such leadership was uncommon within a school community, it takes extra coaching and reassuring. Schools that function in an organized manner and net positive results were seen as effective schools and models for others because the leaders within the school were working towards making this school a successful place to be.

Hargreaves and Fink (2004) pointed out that the main goal of a school was sustaining leadership. They stated that,

> Sustainable leadership means planning and preparing for succession – not as an afterthought, but from the first day of a leader's appointment…One way for leaders to leave a lasting legacy is to ensure that others share and help develop their vision. Leadership succession, therefore, means more than grooming the principal's successor. It means distributing leadership throughout the school's professional community so others can carry the torch after the principal (innovator) is gone. (p. 10)

Ultimately, principals or administrators must see themselves as educational leaders first, and, when decisions were made, they must be made with the goal of enhancing student learning. A successful leader worked to move stakeholders in the same direction and to achieve the stated (and common) goal of enhancing student learning. An effective leader must convince everyone involved in the school that the decisions made about the operations of the school were tied to enhancing the education and learning of the students (Barkley, 2003). If everyone in a school community could share that understanding, the path to school change and improvement was headed in the right direction.

Dingham, Cairey, Craigie and Wilson (1995) noted that, differences between the schools existed, but concluded that "leadership of each school…had influenced school climate, educational performance and teacher, student and community satisfaction" by improving teaching and learning practices (p. 51). This leadership cannot be placed on the shoulders of only a few. Manning and

Haddock believed, "The seeds of good leadership come from a combination of personal skills, talent, and character. You shape and nurture your leadership style by strengthening your talents, working to eliminate problem behaviours, and learning to develop new, more productive ones" (1989, p. i).

The people in a school could work on their own skills and talents as a way to contribute to the whole. Silns and Mulford (2002), as quoted by Harris (2002, p. 24), surmised that "student outcomes are more likely to improve where leadership sources are distributed throughout the school community and where teachers are empowered in areas of important to them."

CHAPTER THREE

Introduction

Educational researchers in universities conduct research to discover more about a particular topic. Researchers hope to examine a topic and add to existing knowledge. Tuhiwai Smith (1999) stated, "Research is about satisfying a need to know and a need to extend the boundaries of existing knowledge through a process of systematic inquiry" (p. 170). As a graduate student, I felt compelled to further my knowledge of leadership by examining the topic from a different perspective. This perspective was one that has rarely been researched; yet, it seemed to me to be essentially the most important.

As a secondary school teacher, I work with students each day and I wanted to learn from them, not just have them learn from me. The University of Alberta *GFC Policy Manual 66.41* stated that, "research involves a systematic investigation to establish facts, principles or generalize knowledge" (2002a, p. 1). For this research project, I set out to investigate leadership through the students' eyes as they are exposed daily to leaders within their schools.

In educational research studies, current wisdom suggests that two broad types of research methodology are commonly used. Quantitative research uses "empirical research in which the researcher explores relationships," which usually focuses on numbers and statistics (University of Alberta, 2002b, p. 5). In qualitative research, "the researcher explores relationships using textual data" which usually involved views and opinions from the participants (University of Alberta, 2002b, p. 5). Qualitative types of research are said to be subjective, as

the results are open to interpretation and, therefore, can never be replicated. For this study, I chose to use qualitative research. The insights and quality of responses from student participants provided the necessary information to examine this topic fully.

Research Methodology

In September 2003, I began my Doctor of Education degree. The various stages of my progress of this degree are outlined in Appendix S. One such stage included the selection of a topic and the creation of a proposal for the Research Ethics Board (REB) at the University of Alberta. From January to March 2004, the research proposal was developed and then submitted to the REB. The proposal was approved in April 2004. Once the proposal gained approval, I created an information package for two school boards I wished to submit my research proposal. During this time, I also created and piloted surveys and interview questions on three individuals [see Appendices G to L]. Two of these individuals were in the teaching profession while another was not.

After receiving approval, I contacted two school boards in Southwestern Ontario – one Catholic and one public. In fall of 2004, I was given permission by the superintendent at each board to conduct my research in their secondary schools and was informed by each superintendent that I was free to contact the principals of each high school in the district. I then sent out information packages to ten secondary schools. Four packages were sent to schools in the Catholic school board and six were sent to the Public board. Seven school principals

approved the research. Thus, three Catholic and four public schools were involved in the study.

Next, I had to find student participants for this research study. In December 2004, I asked each principal to recommend four or five Grade 12 students who were graduating in June 2005. The principals were informed that the students that could be selected could be workplace, college, and/or university bound. I offered principals direction about how to choose students; however, each principal chose the students themselves or with the assistance from teachers, guidance counsellors, and/or vice principals.

Contacting Participants

I made initial contact by meeting possible student participants at their respective schools. The first meeting took place in January or February 2005 [see Appendix G]. At this meeting, I provided each participant a timeline, general information about the study, and permission forms for themselves and their parents [see Appendices C to F]. Overall, sixteen students from the Catholic system and twenty students from the public system agreed to be participants in the study.

At the first interview, I conducted interviews with groups of students and not one-on-one. The groups contained three to six students. In the group, I shared information about my research and how they would be involved in the process. A few student participants asked questions. I asked each student if he/she wanted to participate and all agreed. Then, the students filled out an information form followed by a questionnaire [see Appendices N and G]. Because there were

several students in a group, these student participants were asked if I could record the sessions. They all agreed. This enabled me to hear all the student participants' responses when I later transcribed the material.

As a group, we discussed the thirty statements on the questionnaire, which focused on teachers in the classroom. Although these statements pertain to teachers, they also applied these statements to administrators in the school [see Appendix G]. After the questionnaire discussion, I asked additional questions of the student participants. These questions went beyond good practices of teachers. I wanted them to think about their respective administrators in response to some of the thirty statements and comment if any statement was true. Then, I asked them to share more insight into good and poor leadership of individuals in their schools.

I received thirty-six surveys and conducted thirty-six interviews in January and February 2005. The preliminary questionnaire included a number of general statements that focused on what student participants thought made a teacher a leader. These statements were basically short answer data collection that looked at characteristics of teacher/leaders. This instrument was adapted from Olivia's (1992) *Supervision for Today's Schools* [see Appendix G].

Data Gathering

After the initial session, individual interviews took place in the months of May and June 2005 as well as October and November 2005. These interviews were set up via email or phone and were held during lunch, the student participants' spare periods, withdrawn from class, the weekend, or after school –

depending on the location of the schools and the availability of the students. The two interviews followed a particular format [Appendices H, J and L] and took approximately half an hour each. These one-on-one interviews were not audio-taped; instead, handwritten notes were recorded. This system proved more efficient as it saved time transcribing the tapes later. The process also worked well because I was also able to gather "big picture" thinking from student participants. Pragmatically, as well, when student participants gave responses that I did not hear them properly or I needed clarification, I asked them to clarify on the spot and as part of my note-taking, as opposed to trying to decipher the students' voice on tape afterwards. At the end of the interviews, I reviewed the content of each participant's interview to concur that I had understood the main points correctly and asked if there were other insights that person might want to add to the interview.

During the first interviews with each participant, I asked student participants to define the role of teachers and the role of administrators in the school. The student participants were asked to provide a definition of how students perceive a good leader by including key qualities and then applied these qualities to the leaders in their school [see Appendix H]. At the conclusion of the interview, student participants were given a survey to take home (or emailed at their request) to complete. Most participants returned the survey by email [see Appendices I and K].

For the May to June interview stage, student participants were asked to think of traits that were established by good teachers and principals. During these

same interviews, student participants compared their thoughts about poor teachers and administrators. They also commented about how these individuals – both groups – impacted the school and those within its walls [see Appendix J]. As well, I received thirty-three surveys, because three people chose not to participate at this stage. This survey was designed as a case study and asked students to define a "good leader." Specifically, student participants were asked to think of a teacher or an administrator who exemplified his/her definition of a good leader. Student participants provided examples, which showed that this individual was a leader in the school. From data from surveys and interviews, I compared definitions and gathered information about leaders who were included as narrative case studies in this final report.

Finally, during the fall of 2005, twenty-five student participants were interviewed. This session took place when they had been away from the secondary school setting. Thirteen of these were phone interviews and twelve were in-person interviews. In consultation with my supervisor, I chose phone interviews for several student participants who had moved away for their postsecondary schooling.

The third and final interview examined male and female leaders in the school setting. During these interviews, student participants reflected upon a few individuals from each gender who held leadership qualities. Student participants identified key differences and provided similarities of the selected leaders based on gender. Also, they gave advice to leaders in their school [see Appendix L]. The third survey instrument also asked student participants to rate

administrator/leader and teacher/leader qualities. They ranked characteristics and added others to the list. I compared rankings and particularly noted those added to the list. This survey also asked the student participants to recall how specific teachers have impacted their schooling and lives. During the surveys, student participants answered a series of open-ended, short-answer questions. I compared answers and any short "narrative case studies." This meant that student participants directed comments to specific leaders in their school [see Appendix K].

Theoretical Framework

During my doctoral work, I have come to understand that each author and researcher approaches her study from a perspective and a philosophy. A theoretical perspective, also known as a paradigm or lens, is an understanding and knowing of information which is unique to each researcher. Paul (2005) discusses this idea in his recent work. Every perspective incorporates information into society and gives meaning to it. Perspectives guide research and shape how it is understood.

There are particular perspectives, which are grouped together into main headings such as gender, ethics, criticism, constructivism, race, and pragmatic. Each of these perspectives reflects a point of view and knowledge about the research which is brought forth to be examined and challenged by other perspectives. These perspectives necessarily provide value and validity to the research because, to the extent they can be understood clearly, they shape how the research may be understood. In this section, I hope to express and help a reader

understand the perspective that I bring to the work. Although I do not consider myself a "philosophical" person, I do understand this dissertation as a philosophical and political piece and I want to convey that to the reader to the best of my ability.

Over the years, it seems prominent curriculum theorists Eisner and Vallance (1975) discussed their five conceptions of curriculum. The first conception is "the development of cognitive processes." This orientation is process oriented and focuses on building skills that can be applied to all learning situations. The second orientation is "curriculum as technology" that primarily focuses on process and focuses on technology on how students gain knowledge. The third one is "self actualization or curriculum as consummatory experience" that has a values focus. This means that there is a strong personal purpose sought by learners as it is child-centered and growth-oriented. The fourth concept is "social reconstruction-relevance." People in this orientation stress societal needs and goals over individuals needs. Improving the future of society is important. The final orientation is "academic rationalism" which enables students to learn tools that will assist them in their learning. Schools try to provide students a firm foundation for their future. I completed the Curriculum Orientation Profile during one of my graduate courses. Based on the statements in this profile, I follow the academic rationalism orientation.

Educational rationalism is one of the longest standing curriculum orientations and most popular as well. As an academic rationalist, I write from a position that values order, structure, and shape lives into traditions that, in

themselves, are filled with values. Some of my work shows foci on organizational/school responsibility in more or less a traditional way. My orientation tends to stress the ideals and beliefs of a society and a social contract that can be found both in the content of teaching as well as the processes of teaching. I tend to believe that some ideas about student learning and socialization are better than others.

As a researcher, I have my own theoretical framework from which my work follows. I recognize that my own theoretical perspective might tend to be called "rationalism." I tend to accept the educational system as it is. I also tend to believe in and emphasize the positive roles that leaders play in the educational and social life of the school. My work here has been to examine the inherent skills and capabilities of school leaders - both formal and informal - and to apply what I have learned to a plan where any new knowledge might be understood to apply to the educational system as it currently exists. My work inherently assumes that there can be a consensus about the educational and social goals of schooling that are relevant to leadership, and that these goals have been explicated and are, generally, currently in place in schools.

As an educational rationalist, I tend to believe in and accept that organizational efficiency, positive social and educational relationships, implicit power structures and status are (and should be) built into the educational system, in general, and specifically in schools. Moreover, my research implicitly believes that a school leader is a central actor in the lives of his or her school and that good leadership decisions can impact the school in positive ways. The instruction

by a leader does not only apply to curricular information but also to the emotional side of students. Fostering growth in the key traditional subject areas (e.g., English, Math, Social Studies, and Science) as well as important values and forms of thought will greatly benefit the students. The curriculum must provide opportunities for students to develop their minds. This allows students to develop the skills and tools that might aid them in the future. It is not possible for schools and its leaders to teach them everything; but these institutions, and the leaders within them, will prepare the students as best as they can.

As part of my research and based on my experience with secondary school students, I incorporated popular culture. I chose eight films as positive examples of leadership and this shows my perspective on leadership. I provided a brief synopsis on each of the central characters I felt was a leader within his/her environment. I also received input from the students in the study where they added comments on these characters and how they recognized leadership.

The Essence of Leadership

The completion of my study encouraged me to believe a leader must be committed to empowering students and colleagues to be self-directed learners. A good leader must have qualities that provide a welcoming and nurturing environment for everyone who enters the school. Becoming a leader takes hard work and an understanding of what happens in schools. From my research, such an individual must also have good organizational skills as well as the ability to work efficiently to reach established goals. To be an effective leader, one must

work collaboratively with others to promote a team approach, consistent improvement, and prepare the way for the other leaders.

My concept of leadership has expanded over the past years. During this time, I have been involved in several leadership activities, which gave me a different perspective on leadership. In addition, as a candidate in the Educational Leadership Program with the Windsor-Essex Catholic District School Board, I was informed about the various leadership roles and gained opportunities to interact personally with other leaders in the school system. The program was intended to provide opportunities for participants to give expression to their faith and Christian values as leaders in a Catholic system. The program also trained those who wish to pursue leadership positions within the Catholic school board. As well, it allowed leadership candidates to demonstrate their leadership skills through both written and verbal communication (Educational Leadership Program, 2003).

I completed the Principal Qualification Program Part 1 in June 2005 (University of Windsor in Windsor, ON) and Part 2 in July 2005 (University of Western Ontario in London, ON). Both parts focused on principal leadership at the elementary and secondary school levels. As part of these courses, I was asked to do a practicum assignment. Fortunately, my practicum addressed teacher and principal leadership as well as school improvement.

This study proved to be a useful precursor for my doctoral research. During this practicum, I created and administered two school-wide surveys at the school where I am presently teaching. The surveys covered three key areas. The first

area examined student attitudes towards the school and its environment, which included opinions about the leadership of teachers and principal. The second area addressed pathways to student success by looking at support from teachers and administrators. The last area included ideas for school improvement and included critiques of teachers, administrators, and the school.

A survey was distributed to each student in the school for a total of 1000 students. This survey allowed students in grades 9 to 12 to share their thoughts on these three areas. In the first survey, students commented about how the teachers and administration could help them achieve success in their learning. The students made suggestions about improving the current facilities and the possible introduction of new clubs, teams, or activities. They also shared ideas about how teachers could improve student learning and the overall classroom experience.

The second survey was distributed to each homeroom class for a total of 45 rooms. This survey contained three key questions. The survey asked students to come up with the top ten answers for each question based on the three topics mentioned above. The students were then asked to rank the items on a scale of 1 to 10 with 1 being the highest (Brode, 2005).

From these experiences, I began to learn from educators and students the many forms of leadership in schools. I also came to learn which approaches were considered to be the most effective. To be a leader, I realized I must continue my learning as well as to foster this life-long learning in our students. I was fortunate to have had these opportunities because they were directly applicable in this research.

In the realm of educational theory and some research, there has been ongoing debate between nature and nurture. This debate results in the question "Are leaders are born or made?" I believe everyone is born with potential to have leadership abilities, such as openness to new things in life, willing to learn from others, seek feedback from others, and simply genetics play a role. However, these as well as other traits, are dependent upon the upbringing, influences, and experiences the person had been exposed to throughout his/her life. Unfortunately, there are bad experiences in one's life and that impacts the leadership of the individual in a negative way. I feel every person has positive leadership qualities which can be developed and used in different capacities. Some qualities that can be developed and used in at varying degrees include trust, honesty, motivation, risk taking, knowledge, and confidence.

I am inspired by a line taken from the film *October Sky,* which I regularly use in my teaching, where Homer Hickam stated, "I got it in me to be somebody great in this world" (Franco, 1999). A person might be proficient in creating tools and teaching others a trade; some will be leaders for the children in their care, such as a school setting. Others may be outgoing, popular leaders who might even become Canada's formal political leaders. In this instance, educators who strive to make a difference in students' lives become leaders of schools. Everyone has the capacity to do something great, to be successful and in turn, become leaders for other people. I believe it is up to the individual to discover and work on the qualities that he or she possesses.

What a principal does in the school affects the members of the school community. Teachers are on the receiving end of administrative leadership, and teachers must also be leaders for students in their care. With that in mind, schools need individuals to be effective leaders working toward the good of the community. I feel good leaders in the school setting are goal-oriented, which differs from more process-oriented administrative positions. With increased demands by government and school board on leaders, some fall into the administrative role where they have piles of paperwork, deadlines to make, tasks to accomplish, and meetings to attend. This hectic schedule results in less interaction with colleagues and students, which hinders their influence and growth for all.

It has been said that leadership is a "relationship business" (Finnigan, 2005). It is in these relationships that a leader has the most influence. Leaders are often faced with difficult situations and conditions, and they need to be many things to many people. How will I know good leadership when I see it? If an individual has several of these qualities - caring, speaks honestly, positive attitude, good listener, self-motivated, establishes a vision in the school, tries new ideas, takes risks, friendly, open-minded, and energetic while, at the same time, instilling discipline and an enthusiasm for learning, then I believe such a person is a true leader. As cliché as it sounds, it still holds truth, I believe "A leader is one who knows the way, goes the way, and shows the way."

I have been in the presence of two female vice principals who, I feel, exemplify what a leader should be. These women were strong individuals who

constantly worked to improve conditions in the school environment. They were visible in the hallways before school, between classes, at lunch and after school. They still fulfill their administrative duties usually during class time and after school. I have seen firsthand the influence they have on staff and students. Today, they continue to conduct themselves in a professional manner by respecting others and, at the same time, instilling the values and school policies important in Catholic schools. They are fair and consistent in their dealings and treatment of students. As well, they speak up when decisions need to be made because, as leaders, their input is important. These ladies are personable and approachable, which makes others more comfortable because they will be open if assistance is needed.

A course I took at the University of Western Ontario (2005) included a handout titled "Persona as a Leader." This document outlined important traits that leaders could possess. Many of these points applied to the leaders the students talked about and leaders I have seen in my career. Educators should strive to fulfill attain these leadership traits as they would be seen as more effective and influential in their schools [see Appendix R].

Influential Duties of a Leader

To sum up, the essence of leadership to me is as follows:

- Teach and model important values, morals, and beliefs.
- Uphold a reputation others can respect.
- Encourage others to develop an enthusiasm for knowledge and learning.
- Be a lifelong learner through professional development activities and opportunities in community he/she serves.
- Encourage, support, and be available for members of the school community.
- Never give up on anyone.

- Have respect, compassion, and understanding for individuals within the school.
- Teach and lead as a positive example for others to witness.
- Be involved with the academic, spiritual, extra-curricular activities, and athletic life of students in the school.
- Make good professional judgments by integrating beliefs into the decisions one makes as an educator.
- Have high expectations of one's self and others.

Educational Leadership as Expressed in Films

Leadership is cultural, I believe. In other words, a North American leader might possess traits that differ from a leader from Africa or Asia. Therefore, I understand that my study is a study that is both historical (it is conducted in 2005 instead of 1955) and sociological (it is a study of North American leadership as opposed to leadership from another culture). Such a study on leadership comes with these limitations. However, that leadership is cultural also provides a sense to which a study of leadership can be expanded. In this section of the chapter, I triangulate the literature review as well as my own experience with information from popular culture – specifically films.

Popular culture also 'understands' school leadership. This section takes one of those forms of popular culture, the cinema, and reviews leadership as portrayed in this medium. These chosen films offered views of school leaders who had an impact on students in classrooms and/or schools. Only character is a principal while the others are teacher leaders who were influential in their classrooms and in the school.

Over the last few decades, the school system had been portrayed extensively in the media especially the cinema. Several films involved the

educational system and/or leadership. In this review, I have selected eight movies especially illustrative of leadership. These selected films focused on leaders in schools and classrooms, but did not involve coaches, which could also be viewed as leaders. The reviews below are written from the "Hollywood" movie's perspective and do not necessary reveal my own biases toward leadership.

The movie, *Lean on Me,* was based on a true story. The film looked at the first year of Joe Clark's time as principal, at Eastside High in Patterson, New Jersey. This inner-city school had once been one of the finest schools in New Jersey, but declined dramatically over 20 years. It was now known as a "cauldron of violence," and something drastic needed to be done. As a teacher, Joe Clark was enthusiastic, motivated students, and believed his students could accomplish their goals. He took these approaches into his principalship when he started his new assignment in 1987. The school was failing miserably academically, financial problems, and had a troubled student population. He came to restore pride to the school but, most importantly, he had to find ways to raise the test scores so that 75% of the students pass the state exam. If exam scores did not improve, then the state would take control of the school.

Joe Clark was radical and aggressive in his approach to implement key changes, but this was an effective way. Some of his tactics included the following: tough on teachers, systematically dumped losers, spoke openly about problems and gave immediate solutions on how to fix them, made examples of people, had high expectations of the students, was visible in school while he carried a foghorn, and offered positive feedback to those who improved. He did

not want his students to be "locked out of the American Dream," so he urged the teachers and students to work and study together so they would be successful on the basic proficiency exam. "Crazy Joe" Clark does "whatever he has to" to make Eastside High "a special place" and the students respect him for it. In one year, the results were clear. Mr. Clark's tough education system approach works. The superintendent told him that he had accomplished a great deal because "those kids had a light in their eyes" where one did not exist before. As a leader, Mr. Clark made a big difference to those staff and students,' and they also had an impact on his life. The students wanted the audience to "cheer for Dear Eastside lead onto victory" as they passed the state exam.

The film *Dead Poet's Society* depicted an English teacher, John Keating, who started a new teaching position in 1959. Mr. Keating landed at Weldon Academy, a boys' prep school, in New England. This school was for extremely privileged people. Weldon Academy followed a strict tradition and so Mr. Keating was considered a renegade teacher because he got his students to think in unconventional ways. Mr. Keating, a charismatic person, loved teaching English and literature, especially poetry. This was evident when he enabled the boys to feel and love the poetry they were studying in class. When Mr. Keating was teaching, he and the students were enjoying the lessons and had fun learning. Mr. Keating motivated the boys with encouragement and told them to "Carpe Diem, lads! Seize the day. Make your lives extraordinary!" He felt the young men needed to think for themselves (and not their parents beliefs) and should bend or

break rules, if necessary. Unfortunately, there was a tragic consequence for one student.

At the end of the film, one was left wondering whether this teacher succeeded or failed in his role as a leader. I believe he was successful for several reasons. His ideas inspired students because they tried new things and they pursued real dreams and aspirations. He inspired them to "suck the marrow out of life." Leaders must exemplify the traits that they expect from the followers. The boys emulated their teacher as they saw he truly cared about them. He was able to change young men's minds and got them to think for themselves by making decisions about their own lives.

The film *To Sir With Love* took place in England in the 1960s. Mark Thackeray was a black unemployed engineer who ended up teaching at North Quay Secondary School, a predominantly white school in London's tough East End. This story looked at a difficult group of senior students and the impact one teacher had on them. Mr. Thackeray was now the teacher of a group of students who were considered the "rejects from other schools" in the area. As a novice teacher, Mr. Thackeray, or "Sir" as the students called him, had a lot to learn. His teaching style was unconventional, but effective. He remained calm, firm, did not raise his voice, had a great deal of patience, modelled good behaviour, demanded respect, treated the students like adults, had faith in his students, and used very few words to get his message across. No matter what the students did, he remained strong, consistent, and level-headed. Mr. Thackeray often shared his stories and experiences with the students and this allowed them to see that he was

a genuine person. His main focus was to teach the students self-discipline, manners, and courtesy. This teacher pushed the students further to achieve results and his approach worked on this "incorrigible group."

Mr. Thackeray tried various methods in the classroom to get the students to improve. For example, discussions in class were decided by the students because he kept an open classroom where any matter could be discussed. He also talked about the real world and gave the students survival training because he wanted them to be prepared for life and the workplace. It was evident that the students admired and respected this man as a positive influence on their lives.

However, Mr. Thackeray landed an engineering job. Just before graduation and before "Sir" left the school for his new job, the students threw a party. The students thanked him for all of his efforts. One student sang the song "To Sir, With Love" and the words told the story of the impact he had on them, "as I leave I know that I am leaving my best friend; a friend who taught me right from wrong and weak from strong. That's a lot to learn. What, what can I give you in return?...To you, with love." Another student presented him with a gift. After he reflected alone in his classroom, he realized that he was not just another teacher because he was capable of reaching them. In the last scene, he decided to stay at North Quay after all.

The movie *Stand and Deliver* was based on elements of a true story of one teacher and his students in the 1970s and 1980s. A new teacher, Jaime Escalante, quit his job to pursue a math teaching position at Garfield High School in East Los Angeles. He was presented with a challenging task of educating students in a

poor Mexican American neighbourhood. His philosophy was "students will rise to the level of expectations if you believe in them." Jaime Escalante told his students that "some people in this world will assume that you know less than you do because of your name and your complexion" and he considered math "the great equalizer." He believed that his students could improve their mathematics skills and even pass the Advanced Placement Calculus Exam (APCE). Mr. Escalante thought that the AP exam would be the students' tickets into colleges and paths to better lives. He pushed them harder than anyone had done before. He worked with these students over a few years, including Saturdays, summers, holidays, and evenings. He even suffered a mild heart attack, but still managed to continue teaching as the students prepared for the exam.

Through all of this pressure, the students responded positively. Eighteen students wrote the test and eighteen passed. However, there were inconsistencies in the marks and an investigation by the Educational Testing Services (ETS) was launched. In an effort to prove to the ETS that the students did not cheat, 12 students agreed to retake the test and again, each one passed. This exceptional instruction needed to be admired because it was effective in getting the students to put forth an extraordinary amount of effort and will. One way the students gave thanks to their great teacher was to fix up his old car. Success continued in Mathematics at Garfield High School as more students are passed the APCE each year.

In 1955, a movie called *Blackboard Jungle* was produced to make the public aware of juvenile delinquency in society and in schools. Richard Dadier, a

new English teacher, started teaching at a rough high school. Although he was not prepared for this place, he was open to the challenge. The staff turnover was high and most people had quit after experiencing the troubles that Mr. Dadier had gone through. He was given problems in school and the classroom where he stopped a possible assault on a female teacher and watched others teachers get worn down to the point where they quit. He was also beaten up by a gang in the street, bottles and other objects were thrown at his head, accusations brought against him, and his wife was repeatedly harassed. Mr. Dadier was very idealistic when he became a teacher. He wanted to "help shape young minds, sort of sculpt lives and by teaching, [he would] be creating." This school was comparable to a jungle, where he faced savage animals on a daily basis. He was tested in every possible way, but he remained determined "to reach the students." As he told Gregory Miller, "some [teachers] of us do care." He attempted to use lessons that required the students to use their intelligence and imagination.

This teacher's patience, determination, strength, love, and loyalty became evident when an altercation arose in his class between him and a student named West. Since Mr. Dadier's arrival, West had attempted numerous times to get this teacher to quit. In the last scene, Mr. Dadier and West had a brawl and the teacher was even slashed by West's knife; but, this time, he did not back down. The teacher discovered that many of the students now supported him and no longer came to West's side. Mr. Dadier did have a good influence on his students and decided to remain teaching at this school.

The film *Dangerous Minds* was based upon "My Posse Don't Do Homework," by Louanne Johnson. Louanne Johnson had just been discharged from the Marines, was getting a divorce and found herself as a teacher at a Northern California High School. She was hired full-time to teach a group of troubled youth referred to as "rejects from hell." After her first encounter with the students, she told her colleague Hal that she could not teach them. He told her that if she wanted to teach now was her chance. He reminded her that you need to "go get their attention, then teach them."

The next day, after some research and reflection on these youths, Ms. Johnson came in dressed differently and acted differently with a plan in mind. She told the each student had an 'A' and it was up to the student to keep it. Ms. Johnson used many attention-grabbing techniques and she got the students interested in the class. She incorporated music lyrics and poetry into her classes then tried to relate the material to their own lives. She was also a teacher who went beyond the call of duty. Some examples of this included: broke up fights, went to student's homes to talk to the parents, paid the students entrance fee into an amusement park, treated a few students to dinner for winning a contest, lent a student $200 to pay for a jacket (with the stipulation that he had to pay her back when he graduated), and took a student into her home when trouble arose. Her effective teaching methods and the compassion she had for her students was a stark contrast to the principal of the school. This man treated the school and those within the walls as a business. He was in charge and wanted rules followed. He was not in touch with the realities of the students' lives. He was an ineffective

leader unlike Joe Clark in *Lean on Me*. At the end of the film, Louanne Johnson planned to leave the school, but the students rallied together to get her to stay. As one student reminded Louanne, she did "give up on them" and they certainly would not give up on her. Her colleague asked how the students got her to stay at the school and she responded, "They gave me candy and called me their light." She was an inspiration for them, and they had the drive to do well in school.

In *Mona Lisa Smile*, Katherine Ann Willis was a teacher who always wanted to teach at the "most conservative college in the nation" Wellesley College. As well, Wellesley was the most privileged and expensive girls school in the world. In 1953, she arrived, at the all girls' school, to teach Art History. She soon realized that the students already knew the material and so she needed to find new ways and new material to teach them. Although the school had a long history of tradition that she was unaccustomed to, she had to "find a way to work with them." She was given some resistance from some of the students, but continued to work "to make a difference" which was her objective in coming to the school. She also experienced difficulty from administration because of her unorthodox teaching methods. But, she continued to teach what she thought the girls should learn.

She was considered "progressive" and a "forward thinker" because she tried to break down walls, challenged tradition, and applied new ideas. She wanted the girls to go after their dreams and not simply take the "roles [they] were born to fill." By the end of the film, she decided that she would not stay at the school. The administration offered her a position, but with so many conditions

attached that she was not willing to accept. As one student wrote, Katherine Willis "lived by her own definition and would not compromise that." Each girl painted a Picasso by numbers and then, gave the painting to their Ms. Willis as a token of their thanks. The students felt she was an "extraordinary woman who lived by example and compelled …all to see the world through [her] eyes." She had made her mark on those young girls and would not be forgotten.

In the movie, *Mr. Holland's Opus,* Glenn Holland wanted to write a historic opus. He was having difficulty paying bills so he came to teaching as a last resort. His first teaching position was in the music department at John F. Kennedy High School. The first several months passed and he realized that he was not having any impact on his students; they did not appreciate music. He then decided to find out what type of music his students liked. They said "Rock and Roll" so he incorporated that kind into his classes. The students started to respond to his teaching because it was now fun and something they enjoyed. He was given several challenges in his teaching, but was able to overcome them. For instance, he was asked by the principal to start a marching band, which was something he had difficulty doing. The coach (colleague) of the football team helped him achieve this goal. In return, Mr. Holland had to teach a wrestler, Lou Russ, how to play an instrument in the band. With many hours of practice, Lou was able to "find the beat" and played the drums with the band.

Over the years, one saw how much time Mr. Holland devoted to his teaching and how many hours he devoted to his students after class. He found joy and fulfillment in teaching although it was considered a "fallback position." Mr.

Holland was dedicated to his job. For example, he led the Marching Band at sports games and in parades, as well as helped to create music concerts at the school. Overall, Mr. Holland spent 30 years teaching music at the school. Unfortunately, the budget was cut and he was out of a job. A special celebration was held for his retirement. All of his former students came back to the school to say thanks and gave him well wishes. Ms. Lang, one of his first students, was now Governor, and she returned as the Mistress of Ceremonies (MC) of the celebration. Her words spoke volumes. She said that Mr. Holland "achieved success far beyond riches or fame" and that he had "touched many lives" and had made his students better people. He was able to share his sheer love of music with his students. Ms. Lang told him, "We are your symphony… we are the melodies and notes of your opus, and we are the music of your life." Then, in the final scene, Mr. Holland was asked to lead his first ever symphony, which was comprised of music students over his career. In a teaching career, one teacher had the ability to affect so many lives, and this was seen in the life of Mr. Glenn Holland.

Critique of Films

I believe that most educators are taught in conventional ways, which follow certain traditions of learning, teaching, and leadership. Educators accept this status quo, but soon realize it does not apply to all students in their care. Instead, some educators break free from these traditions and find alternative ways to teach and lead their students. Non-traditional educators are evident in the films

examined in this study. These educators broke away from the restraints of how they were taught and decided to take on a new course of action.

The leaders in these eight films taught many valuable lessons. All eight educators displayed a caring, dedicated spirit because they were determined to see improvement in their classrooms and their schools; they never gave up on the students. Each person had his/her own way of reaching the students and was able to achieve success. These educators shared some similar characteristics and approaches to teaching. A brief glimpse of the qualities that made these people leaders in their respective schools were as follows: did not accept inferior student work; demonstrated active caring for other people; supported the students in any way possible; had a positive and motivating attitude; high expectations of the students; and gave regular feedback to the pupils.

These leaders did not follow the standard methods of leading others; they used innovative ways to reach their students. As a result, these educators opened the students' eyes to new learning, while they still maintained discipline and demands respect in the school and classroom. Each leader had a firm belief that students can and would do better in school and this person was able to encourage them to reach their goals. Each one was an inspirational role model in their own way as they showed that they were dedicated and devoted to the their students and the teaching profession.

Taken together, movies such as these suggest that the mainstream viewpoint of North American society holds an almost heroic possibility for teachers' work. Although student participants in this research study probably did

not see all of these movies, they are certainly immersed in the mythology of the culture and the society that produced them. Leadership is a cultural understanding in the lives of North American teachers. Thus, it would not seem unnatural if student participants did not mirror the understandings alive in these movies.

Methods Analysis

When creating this dissertation, I focused on several key areas. For example, maintaining contact with student participants was a key priority. As the data were collected, I continued to analyze the material and compared it to the literature I had previously read. As well, I continued to look for additional educational research that might relate to my study. If I found new material, I then included it in this final report. I continuously wrote aspects of my final dissertation over the yearlong study. As I talked with student participants, I delved further into any areas I felt benefited my research. I tried to use as much of the student voice in this final dissertation as possible.

I believe researchers have an obligation to utilize appropriate methodology to address the research objectives in a particular study. Tuhiwai Smith stated, "Method is important because it is regarded as the way in which knowledge is acquired or discovered and as a way in which we can 'know' what is real" (1999, p. 164). I chose a qualitative design -- specifically case studies and narratives -- for my research project (Creswell, 2002, p. 560). As a researcher, I was in contact with student participants for a one-year period. During the first phase, I administered surveys to thirty-six (36) Ontario senior high students (thirteen young men and twenty-three young women). I also conducted semi-structured

interviews to small groups of student participants. The number of participants dropped for the second phase and again for the third and final phase. During the second phase, thirty-three student participants completed surveys and were interviewed, whereas in the final phase there were only twenty-five. For the second phase, which took place in May and June 2005, student participants were still in their respective secondary schools. The final phase took place in the months of October and November 2005. The instruments used in this study can be found in Appendices G to L.

During the interviews, participants were asked a series of questions that encouraged them to go into depth on certain areas. I maintained field notes during the interviews; and the first session of interviews were audio-taped. All student participants agreed to be audio-taped and noted that they felt comfortable doing so. Because there was only one person for the second and third interview, I switched to recording notes on paper because it was easier for me to simply write down responses. It was easier because I am a quick writer and I know short hand, this meant that I did not have to transcribe tapes at a later time. From the notes taken, I excerpted sections useful in this dissertation. When a student participant was not able to meet with me during the interview time frame, a phone interview was conducted.

Upon request, transcripts were produced from the interview sessions and participants and the student requesting a transcript was sent a copy via email. During the first interview, I asked all thirty-six student participants if they wished to read a transcript of the interview. Only three student participants wanted to see

them. The rest did not. After reading the transcripts, those three student participants felt they were accurate and did not make any changes. The second and third phases, when asked, no one wanted to see a transcript of the interview – I believe because they knew I would be accurate in writing down responses by hand. As well, they realized if I had questions during the interview, I asked for clarification right away.

I attempted to create and utilize surveys in this study in a way that encouraged student participants to put more thought into the topic by reflecting before returning the surveys to me. I sent the surveys to my participants via email. Most student participants sent their surveys as attachments through email instead of the regular mail system. Email was an easier way to send and receive information because most students had email access. Four student participants chose to send surveys by mail. Two of these student participants received the survey via email then printed it off and sent it back through the mail. The other two student participants requested a survey to be sent to them via mail. I sent those surveys with a self-addressed stamped envelope so that they could send it back to me when they were done. Email allowed for a quicker response time. As well, student participants could ask for additional copies if they had lost their copy. This was the case for six student participants. I accessed my email accounts every day and this enabled me to send a response and/or survey to participants. I responded to student emails the same day or the next day at the latest.

Student participants were given two of my email addresses and I received numerous messages at various points in the study. Through this mode of

communication, the participants and I were able to set up a time for an interview. Several student participants let me know their schedules so that we could work around them. My interviews covered four to five weeks, during which time I interviewed several student participants each week. Going through email allowed me to print scheduled dates. I also kept a record of interview times. Three student participants provided additional comments after the interviews because they had thought of more information pertinent to the study. Also, a few student participants needed clarification on the survey questions. I responded to the emails the same day or the following day. Use of email provided a quicker, more efficient way to communicate in writing.

As previously stated, my interview and survey questions had been piloted with three individuals before the research began. These included two educators and one outside of education. As a result of this pilot testing of both the survey and the interview questions, I refined some questions because they were too wordy or poorly worded. I also had input to rearrange the order so that questions linked to one another in a logical and clear fashion. These three individuals also commented that some questions were too general and needed to be more specific about what was being asked. When I amalgamated the third and fourth phase, I reorganized the material for the survey and interview. I wanted to focus more strongly on the interview because I believed it would be the most beneficial source of information. Through a personal interview, I could probe further when a student made a comment as opposed to one on a survey. I also created open-ended questions so student participants could answer openly, freely, and express

ideas they felt were important to discuss about this topic. I did not want to restrain the students to a limited response. I wanted student participants to feel free to talk as much as they liked on any question.

This research employed a qualitative approach, which was collected the insights of the student participants. Other methods may be preferred for some studies, but I felt these methods for collecting data were the best ways to look at the information during my research project. I conducted a cross-sectional study, which was compared two education groups (teachers as leaders and administrators as leaders) in Ontario based on their beliefs, attitudes, and opinions of the student participants. I conducted my research with male and female senior students in two school boards located in Southwestern Ontario. I used both open-ended and close-ended questions in interviews and surveys because these allowed student participants to share the insights about the secondary school leadership they had experienced in their four years of secondary school. Student participants were able to comment as thoroughly as they wanted to about the leadership knowledge, values, and skills they believed to ensure the effectiveness of secondary school leaders.

Every study calls for the researcher to be ethical because "researchers are in receipt of privileged information" (Tuhiwai Smith, 1999, p. 176). I submitted my research proposal setting out this methodology to the Research Ethics Board at the University of Alberta, and it was approved in April 2004. I adhered to the ethical guidelines, set out in the proposal, throughout the study. As a researcher, I worked to ensure anonymity and confidentiality for my student participants. They

were a crucial part of the study and I needed to make sure that their interests were first and foremost.

My main goal for this research was to add to current research literature based on the information provided by the student participants in this study. They provided concerns, insights, and opinions of teachers and principals who were great leaders. I then compared the data I collected to the literature reviewed on the different types of leaders, leadership qualities, and overall impact of leaders. A study using a qualitative approach is considered more numerous and varied, but has the ability to follow a strong tradition of inquiry (Creswell, 2002).

School Boards in Study

To better understand and study participants, a researcher must look at the context (in this case, the school and the school board) to which student participants belong. Several variables to be considered were: geographical region, location, religious denomination, student population, administrators, group dynamics, and background of student body. There were two school boards in Southwestern Ontario involved in this research study.

Board 1

School Board 1 was situated in the Southwestern region of Ontario. In the 2004 to 2005 school year, there were 9510 secondary school students (grades 9 through 12) enrolled in the school system (Berthiaume, 2004, p. 2). In fall 2004, three high school principals granted permission for me to conduct research with a group of students.

School 1 – This school had approximately 700 students and had been experiencing a decreasing enrolment in recent years. This school was located in a small city and considered multicultural with 1 Principal and 2 Vice Principals.

School 2 – This school had approximately 1300 students and was located in a small city. This was the largest school in study. The school had 1 Principal and 2 Vice Principals. Its enrolment had been steadily increasing.

School 3 – This school's enrolment had been declining recently and had 1100 students. This was a city school and has 1 Principal and 2 Vice Principals.

Board 2

School Board 2 was the second school division approved for this study. This public board was also situated in southwest region of Ontario. During the 2004 to 2005 school year, 10436 secondary school students (grades 9 to 12) were enrolled in the system (Durance, 2004, personal communication). Four high schools granted permission for my research to be conducted in their schools.

School 1 – This school had approximately 1200 students and was located in a small city. This school had 1 Principal and 2 Vice Principals. The enrolment at this public school had been stable.

School 2 – This school was the smallest of the schools in the study with only 300 students. There was one Principal at the school. This school had been experiencing a declining enrolment because of its rural location.

School 3 – This school's boundaries covered rural and city areas and had a stable enrolment of 950 students. This was multicultural school with one Principal and two Vice Principals.

School 4 – This school was in a rural area and has 650 students. The enrolment at that school had been increasing and there was one Principal and one Vice Principal.

Student Selection Process

The students in this study were selected in a variety of ways. I obtained permission from the superintendents from each respective school board. I was then contacted the principals of the secondary schools in those systems. Seven principals supported my research and welcomed me into their schools. Two principals took the responsibility upon themselves to recruit students in their school to participate in my study. Two principals selected the students themselves whereas five principals passed the information, for my study, on to another individual. For example, two Vice Principals, two guidance counsellors, and one teacher were involved in this selection process. These individuals chose students in their school then approached those students to find out if they wanted to participate. One teacher received my information and invited me into his classroom to speak to his students. I gave a short presentation, answered questions, then a group of six individuals volunteered for my study.

The student participants in my study were representative of the different routes - university, college, and workplace bound - they took after high school. Once selected, I met with the student participants in groups at their respective schools to provide information about my study. After receiving consent from the student participants, I then conducted the first survey followed by the first interview [refer to Appendix G].

All participation in this study was voluntary and those who decided to be a part of this research understood that they would be involved in interviews and completion of surveys over a one-year period. Over that year period, some student participants felt that they did not have time nor the interest in continuing to be part of the study. I understood prior to my undertaking of this study that would be a possibility for some student participants.

Human Participants in this Study

At the start of the study in January 2005, the student participants were in their final year of secondary school. I chose grade 12 students (aged 17 years or older) as a target group because these students have a level of maturity that I believed would help me to provide a unique perspective. I sought their views during their senior year and re-interviewed them after they have left the school system so they could reflect back on their secondary education experience. The student participants involved in this research proved to be a strong sample of students, and the intensive interviews and surveys with each student participant provided me with more than adequate information for the study.

Modes of Communication and Selection of Participants Process

The following chart presents the various forms of communication with the student participants as well as the different methods for selecting students. In the chart, I added comments about the advantages and disadvantages of each category. I felt that I needed to point out the positive and negative viewpoints for each. Thus, one can see that the categories were applicable and worthwhile in this study, but I also needed to be aware of the negative aspects.

Communication Category	Advantages	Disadvantages
Face-to-face interviews	Ability to see facial and verbal cues as well as body movements; allows for more discussion on topics based on answers provided; allows for consistent pace and discussion of topics.	Length of interview dependent upon student participants responses; some may feel awkward or uncomfortable discussing topic.
Phone interviews	Can be conducted at any time and in the comforts of home; no intimidation of sitting face-to-face; can listen for verbal intonation and words in responses.	No visual cues available; conversation may be limited since distractions may be present.
Surveys	Allows student participants to complete surveys at their leisure and allows for complete anonymity.	Low return rate; not able to obtain in-depth information.
Selection Process	**Advantages**	**Disadvantages**
Presentation to classroom and students volunteer after receiving information about study	Students find out study from the researcher and then they are free to decide to participate based on accurate information; allows freedom of choice and student will understand they can withdraw at any time.	Participation may not appeal to student participants and be considered a waste of time.
Guidance	They personally know the students and can make a judgment as to whether the students would be interested in participating in this research.	Possible bias in selection of students for study.

Vice Principal or Principal selection	They know the students in their school; they will select students who would have an interest in participating; eliminates researcher having to recruit participants.	Possible bias in selection of certain students for research study resulting in students who will be good representatives for the school; students may feel pressure to say "yes" since it is an administrator approaching them.

Chart of Research Participants

Target for Study:	20 participants	
10 Public =	5 Female students	5 Male students
10 Catholic =	5 Female students	5 Male students
In Reality:	36 participants	
20 Public =	12 Female	8 Male students
16 Catholic =	11 Female	5 Male students

In my proposal, I set a goal of twenty student participants, from both the public and Catholic school boards. I hoped for a balance of male and female participants, however, after selection was finished, there were more female participants in this study. The numbers shown in the chart reflect the first interview and survey stage. After the first stage, the number dropped for interviews and surveys. At this point, thirty-three student participants interviewed; however, only twenty were surveys returned. All but four of the

surveys were sent through email. At this point, I looked at the material, responses, and deadlines and I felt that the interviews were much more important. As a result, I combined the third and fourth phase as set out in my proposal. This combining allowed for a longer, more in-depth interview with each student participant. However, several student participants were out of town for the third phase. As a result of their absence, I conducted phone interviews and/or sent surveys by email.

I interviewed twenty-five student participants during the last phase during the months of October and November. This was a busy time for my student participants as those attending postsecondary education were amidst midterms. In retrospect, I was fortunate to conduct face-to-face interviews with some student participants. Twelve interviews were conducted in person while thirteen were over the phone. The phone interviews lasted the same amount of time as the face-to-face interviews (approximately twenty minutes each). Unfortunately, only ten surveys were returned. I felt that I had received enough information from the student participants during the interview session and did not need additional input in writing. I also believed that student participants did not have anything further to add by completing the final survey.

Delimitations of the Study

The key issue of the study was to look at leadership within a secondary school environment and to study leaders' impact on the student body, especially those in their final year of school. To make my project manageable, I chose to delimit it in the following ways:

- One delimitation of my study was that I conducted a one-year study. This study took place from January 2005 to November 2005. This research involved only three phases of gathering data through interviews and surveys.

- I delimited the study to having a manageable sample of student participants (36). I aimed for a higher number of student participants than my intended number. I anticipated that some student participants would not continue for the entire research process.

- I also limited my study to a certain kind of student. I wanted to study public and Catholic school grade 12 students. To do the comparison/reflection component, I needed student participants to graduate from their school half way through (June 2005) the study.

- I assumed that one year, at three separate sessions, was enough contact time with student participants to look at the topic of leadership for this study.

- Another delimitation was that I looked at secondary schools in one geographical area – Southwestern Ontario. Perhaps other regions with different histories and cultures would provide different findings; however, I selected an area that I was most comfortable and knowledgeable.

The "findings" of my report is limited in the following ways:

- This study was conducted over one-year with a specific, and limited, age range. Extending my project a few years down the road with these same student participants might provide different responses as student participants matured and gained added experience.
- This research could be compared with other school boards both in and outside Ontario. However, the duration of time to complete such a study, the ongoing involvement in a project like that, and money to travel across the province would make this extremely difficult to carry out further research.

To complete my study/report, I have made the following assumptions:

- I limited my study to one defining question and five key research questions. I assumed that these questions would provide a good breadth of insights about leadership in secondary schools.
- I felt there was a difference between Catholic and public school leaders since they are two separate school systems and, obviously, I believed the faith perspective that is part of the Catholic system's mandate might make a difference in how students and teachers viewed leadership. Ergo, I believed that there would be a different view from students in the Catholic School than in the public schools.
- I assumed that student participants would note a difference between male and female leaders. As well, I felt this could be an indicator of the gender of the student participant.

- I also believed that the roles of teacher, vice principal, and principal were different in terms of leadership within the school. For this reason, I selected to have all three as "leaders" to be studied.
- I assumed that students would be available to participate, and I assumed they would be able to discuss the topic thoughtfully.
- I assumed teachers, Vice Principals, and Principals would be objective in the selection of students for the study. I wanted a reasonable cross-section of student participants – male and female as well as university, college and workplace bound.
- When I had set out this study, I assumed that students were mature at this age to participate in the study as well as having the maturity to provide key insights about leadership and give advice to leaders.

Glossary of Key Terms

To understand my study/report more completely, I reviewed the following terms as important to define as part of this study. Although these terms were not utilized specifically within my study, they allowed me to gain a deeper insight into the broad area of leadership scholarship.

- Behaviourist Theories – concentrates on actions of a leader and not the traits of a person; the leader behaved in different ways based on the task and the people involved.
- Contingency theory – form of situational theory; for each situation that the leader encounters, there is a certain leadership style that would work best; factors for leading in a certain situation are people, task,

organization, and environment (Bolden, Gosling, Marturano, & Dennison, 2003).

- Directive and Authoritarian command and control style – a leader is the one in charge; leader tells others what needs to be done (House, 1971); certain method of completion of tasks set by leader (Robbins, Condie, & Kondo 1995); delegate responsibilities with no input from followers (Brode, 2003); provide specific direction for other people (followers); leader controls the process of change within the organization.
- Great Man Theories – early leadership theory (20th century); individuals (especially male) are born to lead; a natural gift because they possess a specific set of leadership traits; if someone has these traits, they will make a successful leader; the military uses this form of leadership.
- Leader – someone in a position of power who has the ability to sway and influence others into doing certain tasks; guide others down a specific path; set an example for others; maintain contact with followers; supportive individual.
- Leadership – there are many leaders within the organization and they have been able to influence the rest; as a whole, the school staff are now working toward set goals; the staff have the best interest of the students and the school at heart.
- Participative or Shared leadership style – involves consultation with colleagues and taking their opinions into consideration before making final (Covey, 1991); direction is set by leader; support implementation of

goals, motivate others to participate in change; responsibilities shared among the staff; empowers staff, students, and parents as much as possible in making decisions and setting policies that affect the day-to-day operations of the school (Ackerman, Donaldson Jr., & Van Der Bogert, 1996, p. 87 & 120).

- Servant-leadership – a practical philosophy; supported people who choose to serve others first, then lead as a way of expanding service to individuals and institutions (Greenleaf Center for Servant Leadership 2002); encourage compassion and faith development in leaders (McGregor 2005); beliefs held include empathy, stewardship, awareness, and calling; ongoing journey within the faith tradition (Barbuto and Wheeler 2002).
- Situational Leadership – the leader acted in a particular way because of the situation; depending on the situation, the leader will take on different leadership styles; the leader must be flexible and open to lead in any situation.
- Student participants – young adults in grade 12 who voluntarily chose to participate in the study; male and female student participants from both the public and catholic schools located in Southwestern Ontario; young people who offered perspectives of leadership.
- Sustainable leadership – leaders plan and prepare for leadership succession (Fullan, 2005, p. 94); Leaders examine the big picture and make plans which will be long lasting; changes that will remain strong

over time (Fullan, 2005, p. 90); leave a lasting legacy (Hargreaves and Fink, 2004, p.10).

- Trait theories – pure trait model of leadership; some one who possessed certain traits indicated a good leader; this theory also considered "unseen dispositions" with the most significant trait was charisma (Performance and Innovation Unit, 2001); other examples of traits included decisive, ambitious, confident, dominant, and responsible.
- Transactional or facilitative leadership – mutual process between leader and followers; exchange between two parties in an organization; linear leadership with a clear structure in place; power and position is important in this model; considered the "top down" approach (Dorion 1994); using teamwork to create participation in collective decision-making within the current structure (Lashway, 2002, p. 3).
- Transformational style of leadership or Visionary leaders – art of leading, bringing focus, energy, and integrity to leadership positions (Covey, 1991, p. 33-38); focused on certain principles which guide their actions through a mission or vision that follows a "process" (Dorion, 1994, p. 8); achieve consensus amongst members (Lashway, 2002, p. 3); involves beliefs and feelings of leader which establishes a leadership vision for all (Parkay, 1996, p. 128).

These terms were particularly important for this study as they pointed out the various styles of leadership in secondary schools. Some leadership models worked better in certain institutions opposed to others. Typically, individuals in

leadership roles supported and modelled a few of these leadership styles depending on the circumstances. Each model had positive and negative characteristics on the school system. Depending upon the style and leaders who supported it, the effect upon the institution varied. Although some aspects of a leader's role were managerial and autocratic, schools in this study tended to share leadership within the school. This meant that many people took on leadership roles all striving for the same goals. Thus, the leadership in the school was distributed to many members in the school.

Student participants mentioned the various leaders within their school and the roles they took – some academic, supervisory, and athletic. Most decision-making in a school was decided by several individuals, each of whom had been charged with accounting for the best interests of the school. Any changes made were made hoping to create positive effects on the school. It was also hoped that any decisions made would be sustainable. As noted by student participants, a few individuals were directive and took control. On female student participant commented that her female principal "took charge and set the standard in the school which everyone had to live up to." These individuals made poor choices, which affected students in a negative way. One male participant stated that the administrators "revised the school policies and put policies in place that students did not like" (e.g. detention, suspension, uniform, and agenda). He said they "cracked down" and he was upset that the administrators did not involve the students in these decisions. The student participants viewed this style of leadership as problematic and noted that it was not in their best interests.

CHAPTER FOUR

Findings

Introduction

Leadership is just a word to some while to others it conjures up specific ideas and examples. There were many great and effective public leaders during the past century; some were dangerous, violent leaders like Adolf Hitler. Others were kind, generous individuals such as Mother Teresa. Something special about these two individuals set them a part from other people. Although these two people were from opposite ends of the spectrum, they both had one thing in common; each of these types of leaders could convince people to carry out their wishes. The basic definition of a leader is someone who exercises influence and provides direction for his/her followers (Leithwood & Riehl, 2003). Few individuals obtain the leadership impact of the two individuals mentioned above; however, on a smaller scale, leaders are all around us. In our workplaces and schools, people have been given the authority to influence others to act in certain ways. These leadership roles may be formal or informal positions – administrator, department head, lead teacher, coach, advisor, or classroom teacher.

Only when one puts the word "leader" into context, can one fully understand its meaning. This study focused on teachers and administrators as leaders, although student participants felt there were other leaders within a school environment. Some examples of other leaders consisted of members of the student activity council and student leadership team, librarians/computer

technologists, coaches, counsellors, moderators, senior students, support staff, and secretaries.

Student Views from Literature

In Smith's (2003) research, when one student was asked to comment about leadership. He said that leaders hold great power and voice their opinions by standing up for what they believe in. He also added that leaders must be strong physically and mentally. In addition, they must support others in obtaining their future goals. This student focused on his leadership and where he planned to head after secondary school. However, these statements could certainly be applied to educators in a school. In 1995, Sammons, Hillman, and Mortimore (1995) conducted research in schools and found several key factors of effective schools. They found that students wanted professional teachers and leaders, an environment conducive to learning, teachers with high expectations who gave positive reinforcement, and monitored student progress.

"What makes a school worth going to?" was the focus of a conference in Rhode Island, New York, where 120 students gathered to voice their views about high school. The students expressed several ideas when they asked this question. Students wanted to be at a school that made them feel like they belonged and that teachers cared about them. They also appreciated it when the school found ways to acknowledge, value, and support its students. They pointed out that there are people who students could talk to or simply listen to when they were going through troubles and who made the experience positive (Cervone, 2003, pp. 2-4).

The second key question asked during this conference was "What improves student-teacher relationships?" Students said they expected teachers not to show favouritism and be open to all students. They expected teachers to ask for student opinions and to allow students to share their thoughts. These activities, they suggested, would help students feel as if they were important. Students found that teachers who were enthusiastic about learning and who tried new ways to teach were the most encouraging. Thus, professional development was crucial for the development of a leader. Often students needed someone to go to for support and they were glad there were adults who made themselves "available to students before and after school to provide one-on-one help" (Cervone, 2003, pp. 4-5). (Note: These sentiments were echoed in the research done in my study.)

A team at the University of Western Ontario (2003) talked to hundreds of grade 10 students who attended twenty-two Ontario high schools. This research found that a "majority of students were positive about their school culture, most students felt accepted by peers and teachers, only one in five students reported feeling close to their teachers." For example, one student in this study stated that she simply wanted "respect" from her teachers. If she received respect from them, then she worked in their classes (Bongers, 2003, p. A7). This was exactly what Ralph Waldo Emerson claimed, "The secret of education lies in respecting the pupil." The lead author, David DeWit said that, generally, students want to feel "they are appreciated and rewarded for their work" (Bongers, 2003, p. A7).

One elementary teacher in Virginia had student comments posted on her web site. Felar Lader, a grade 3 student, stated, "A good teacher is organized. A

good teacher cares and is always ready for their students. A good teacher is always fair and respects their students. A good teacher always works" (Bogucki, 2004). This young student focused on the idea that teachers must care about their students and this care was shown by the way the teacher treated the students. This similar positive influence can also be fostered as a student continued through secondary school. These concepts of care, respect, and fairness are just as important to secondary students as they are to this grade 3 student.

The Ontario College of Teachers (OCT) recently researched men in the teaching profession. Everyone – students, teachers and administrators – agreed that it was good to have more men in teaching positions in Ontario. The research also found that boys appreciated males as role models and felt they could "talk to male teachers more freely about their issues and concerns" (Laframboise and Mitchell, 2004, p. 15). This finding was based on a student's comfort level with that teacher. (Note: My study suggests that female student participants identify better with female teachers and administrators. However, some female student participants also looked to males for guidance. Yet, it was revealed that very few male participants looked to female teachers in the same way.)

Corbett and Wilson (2002b) conducted a three-year study on good teaching in middle schools in Philadelphia. The researchers interviewed 400 students in these schools and revealed that students consistently reported that good teachers had a positive effect on the students in the classroom. For example, teachers had high expectations for their students and pushed them to do well in their school work and complete all school assignments. Students appreciated teachers who

were clear in their instructions and, if students still had troubles, offered additional support. Teachers who took the time to get to know each student personally were respected and liked more than others who simply taught subjects. Last, students did not like going to a boring class; they enjoyed doing various activities. They believed activity-based instruction enhanced their learning.

Several student participants in this study reported that they wanted teachers to perform acts that showed they cared about the students. Some student participants commented that they liked teachers who pushed them to learn, did not allow excuses by students, made lessons relate to students' lives, had lots of patience, and did not give up on the students (Corbett and Wilson, 2002b, pp. 1-2). One student participant stated, "A good teacher is someone who stays on top of you and gives you homework…Someone who prepares you for the next grade. A good teacher cares about you. …If you don't do it, she doesn't just say it's on you to get the work in" (Corbett and Wilson, 2002b, p. 1). These acts showed students that the teacher believed in the students' capabilities and wanted them to succeed. Simply stated, good teaching, results in more productive learning. These good teachers showed their students that they were there, every step of the way, in the learning process. The students in this study viewed good teachers as good leaders.

In 2003, a group of twenty-four high school students came together at a Leadership Symposium in Chicago. The students discussed what made a good school. Each talked about his or her concerns about education. Students expressed several common threads and interests. First, the learning environment

should be safe and free from harm or danger. There was an important need for varied learning styles so that all students could achieve success in their own way. Some students needed hands-on work to enter the world of work. Others needed to build a strong academic background so they were prepared for post-secondary education. Thus, students themselves suggest that they must be made aware of life beyond school. This reality raised concern for some students so educators must provide emotional support and assurance to their students (Armstrong, 2003).

In 2001, Andrea Remark, a graduating student from an Ontario high school, commented that her teachers taught her the three most important skills she had learned in her life. These were perseverance, patience, and self-pride. As a student now embarking on university, she felt prepared "scholastically and socially" as a result of the knowledge she gained while a student at a Windsor School. Her parents helped form the "backbone" of the person she is, but her teachers gave her the "tools" she needed to be the person she strived to become (cited in Moher, 2001, p. 1). Her story suggests that teachers can and do have an impact on their students. A teacher who wanted students to behave a certain way should model that behaviour. This concept was known as "modeling the model" (Barkley, 2003, p. 5). Remark, in a tribute to teachers on World Teacher's Day, said that her teachers "inspired [her] thirst for knowledge" which assists her as she journey's to university (Moher, 2001, p. 1).

The idea of teachers and principals taking a hands-on approach is not new. Smith and Andrews (1989) found that students want to see the principal in the

day-to-day activities of the school. John Grady, an experienced principal in New Hampshire stated,

> An effective principal must be visible…Students, staff, and parents need to see the administrator in the classrooms, in the corridors, at lunches, at bus duty, and at extracurricular activities. If this is accomplished, the administrator will know his or her constituents, be aware of what is taking place in the building, and send the message to all that he or she is concerned. (Hopkins, 2000a, p. 1)

Most college or university students must evaluate their instructors and professors at the end of each course. In one university study, college freshmen were asked about good teaching. Students noted three common qualities: "flexibility, clear communication skills, and sense of humour" (Allyn and Bacon Psych Site, 2004, p. 2). These traits have typically appeared in research on effective leadership. (The student participants in this study commented on the important of two of these qualities in their responses – communication and humour. These student participants noted that communication would be most important quality for principals to possess.)

Summary

Overall, the literature makes a number of clear points about leadership. The ability to influence and lead other people is due to the leader's values, character, knowledge, and personality. Specifically, my review of the literature suggests that strong leadership is necessary for any school to thrive. Those who write in the area have discovered a number of common characteristics, which apply to

school leaders. The mixture of traits is dependent upon the individual and where that individual is in his/her development as a leader. Leadership grows over time, involves circumstance and opportunity, and comes with practical experience. The literature, taken in total, suggests that positive relationships with colleagues and student are essential. Such relationships enable leaders to build trust and to lead others. Principals are often viewed as the leaders in schools and their effectiveness as leaders is instrumental in school improvement and growth of those within the school's walls.

The literature summarizes the role of principals is seen as a demanding position of authority in a school that carries many responsibilities. Principals must be effective in this role in order to be considered school leaders. First, they must support their followers (e.g. colleagues) and, in return, will receive support from them. Thus, if principals show care and interest in others then, those individuals will more likely be invested in the school and feel that they are valued. However, the literature suggests that holding a position (e.g., title of leader) does not necessarily equal leadership.

Many leadership styles have been found in schools over the years. The literature suggests that those who impact the students' most are those who have regular positive contacts. Thus, if regular contact is a key, true leadership probably does not always point to the principal of a school. An integral, "regular" part of schools are its teachers. Ergo, it would be logical to assume that teachers can act as leaders in the lives of their students.

The literature notes that positive school leadership is a shared, collaborative leadership, which involves teachers and administrators as working partners. Each educator takes on different roles in a school and each can be viewed as leaders. Anyone who leads a group of people contributes to change in a school because the main focus is on reaching school goals. Literature cites that the driving force needs to come from a strong leader, most often a principal. Such individuals set the tone in the school and create a series of paths that may be followed. School leadership works best when leaders have a clear picture of what needs to be accomplished and/or continued in a school so that learning benefits all.

A female student in the study stated, "School means everything at this stage of our lives and, now, we must prepare for the rest of our lives." In the school, the people who could best prepare the students were the teachers and administrators. Obviously, each student participant had his/her own experience of secondary school and thus, they had been influenced by many people. Hopefully, some individuals were leaders and affected the student participants positively. The student participants were asked to focus on leadership of teachers and principals. Student participants saw both teachers and principals as leaders, but in different ways.

My master's research found that teachers saw principals as the true leaders of the school, although some teachers assumed leadership roles. In that same study, student participants felt that the teachers of the school were the leaders because they had the most direct contact with students. One student noted, "Teachers were the leaders, not the administrators." Student participants agreed

that a principal and vice principal(s) were leaders to the teachers and a teacher was a leader to his/her students. The principal was the "boss of all teachers," said one male student in the study. This "boss" controlled the school, dealt with problems, set goals, made decisions, and provided information to the teachers. Yet, this person was removed from direct contact from the students (Brode, 2003).

Teachers led by example in their classrooms, which directly affected student learning and their development. Teachers had the most contact with students on a day-to-day basis. Because of the amount of contact, student participants felt teachers took a leadership role within the school. These teachers most often coached, supervised events or advised activities and this was seen as a positive contribution to the school because they showed great support of the students and the school community. One female participant commented, "There were several teachers who were involved in many activities in the school and I admired them for that." This statement was echoed by several student participants.

Johnson and Johnson (1989) stated that "Leadership begins where management ends, where the systems of rewards and punishments, control and scrutiny, give way to innovation, individual character and the courage of convictions (p. 14). Teachers were not viewed as just managers of a classroom, but as people who formed good relationships with their students. Student participants looked up to teachers and felt they were good role models for youth because as they are constantly in the spotlight. By setting a good example,

teachers showed strength and leadership. Although teachers enforced the rules and high expectations of their students, rule enforcement was appreciated by students. Teachers were viewed as fair when they dealt with students, listened to the students, and made decisions that were to the benefit to the students. Even if some decisions were not favoured by students, the fact teachers considered possibilities before they took a stand or made a final decision was commended.

Student participants noted that they had little interaction with the principal/vice principal unless they were being punished. One student participant stated, "I never had any problems in school and so I did not have to deal with the vice principal." This placed administrators in a separate group where power was most the most important aspect of their role. The administrator involvement with students was minimal and, thus, they were not leaders; instead these administrators only managed the school. As one student participant noted, "Teachers are the greatest influence on our future." Another student participant said, one teacher, "helped mould my mind and because of [him/her], I know I have become a better person." I had hoped that student participants would say similar ideas about the principal or vice principals however it was mentioned rarely.

In the seven secondary schools, student participants felt that most teachers dealt with their designated subjects. However, some teachers stood out in students' minds and it was this standing out-ness that made them leaders. These individuals went "above and beyond the standards of a teacher." For example, these teachers did not just teach curriculum, they also taught life lessons and

encouraged students to develop beliefs and opinions. Thinking back to when I was a secondary school student, I vaguely remember the material in the courses I took, but I do remember several of the teachers who taught me. I have fond memories of what they did for me and what they were like to others. Although these student participants left the secondary school environment recently, they remember certain individuals over the four years of their schooling. Years down the road, the leaders they spoke of will undoubtedly stay in their minds. I, as well as other people I know, have special leaders who remain in our minds.

One reason these people remain with them is that, as leaders, they made themselves available for the students. "If I had questions or needed advice, I could go see him at lunch or after school and he always made time for me," commented one female participant. This important action made these teacher leaders memorable. These special people had a profound effect on the emotional and social development of the student participants, an effect that was not strictly academic. As one male student participant pointed out, these people "made learning enjoyable and relevant to his life. The teachers made the material interesting and they learned alongside the students." This is good pedagogy, but it went beyond that. They interacted with students outside the classroom. Some participated in important decisions by serving on committees. Others worked on projects and initiatives in the school. Student participants also saw teacher leaders working and collaborating with other teachers and the administrator. As well, these leaders allowed students to step up to take on leadership roles themselves. Generally, people follow leaders who they trust and admire. For example, there

was a leadership group in one secondary school and they learned how to lead a group of elementary school students. These student participants were given the responsibility to organize and lead activities for younger students at a weeklong trip up north. These student participants learned from their teachers and now have been given the chance to show leadership to young people. One student participant stated, "It was a great experience being the teacher and being in charge of grade school kids. We ran all the activities at the camp. I liked the responsibility because I felt important."

For most students, at least one important individual had the greatest impact on them. When asked about the students' best leaders, there were a variety of the responses. One female student participant commented that one female leader encouraged her and others to get involved in activities in and outside of the classroom and within the school. Another participant added that one male leader tried to make learning fun by keeping students interested in schoolwork; sometimes, he used humour to catch and maintain the students' attention (Hopkins, 2000a). One male student participant witnessed these actions in the classroom and also on the basketball court.

Student participants appreciated educators who were professional and prepared each day to fulfil the duties of their job. As well, student participants admired those with a passion and love for knowledge and learning (Salter, 2001). If a teacher enjoyed what they were teaching and enjoyed being with the students, students responded positively. One male student participant stated that his teacher was "polite, nice, and helped students by answering important questions and also

worked one-on-one with his students." Every one wanted to be led by people who were knowledgeable and helped make student participants to be more confident about their learning. Student participants liked leaders who were approachable and were available when help/guidance was needed. Student participants also respected leaders who showed respect and treated them like "adults, not little kids."

From literature and this study, several similar ideas arose. Teacher leaders led students in the classroom, but also through other school activities – coaching, moderating, and volunteering. The positive attributes of teacher leaders included: understanding the needs of others, having realistic expectations, being friendly towards students, having knowledge about topics, encouraging students to improve, being fair and just, honesty, showing patience, being polite and helpful, being upbeat with high spirits, having clear expectations, staying on topic, being a good communicator, commanding respect, using various tools and methods for teaching lessons, delivering fun lessons which make students come to class, being passionate and enthusiastic about their job, leading students in the right direction, dressing professionally, sticking to guidelines and rules in the school so that students can be prepared for post-secondary school, and finally, participating in school activities. Some of these qualities can be found in the individuals selected for the ten case studies. One male student participant said he felt the leaders at his school possessed many of these qualities. He was realistic when he said that a leader cannot possess all of these traits, but if he/she did that would be a "Bonus."

Moreover, some of these traits were difficult to balance – it is as though educators must "walk a tight rope." Some student participants said they wanted a friendly person, but not too friendly because distinct lines should be drawn between leader/student. One student participant viewed clear expectations, fairness, and justice as important elements in a classroom or school, whereas another viewed those concepts as negatives as he/she saw them as unachievable, unfair, and unjust. It must be pointed out that different leaders exhibited these characteristics in various ways. As well, these characteristics affected each student differently. It may be effective and influential for one student and not for another.

One purpose of a school leader was to be at the forefront of teaching and learning. They also worked to strive for school improvement – made new initiatives, refined old policies, strengthened the school community, and improved assessment. Leaders had the ability to lead others in the school by getting them to support these key areas. They empowered others to take on leadership roles so that others felt like contributing members in the school. Leaders encouraged students and other colleagues to apply themselves in their roles in the school and/or take on new leadership roles. They also persuaded others to participate and support school sports, events, fundraisers, and activities. For example, one male leader encouraged student athletes to try out for sports team. Another female leader approached certain students to get involved in a particular school activity because he/she saw talent in those students.

Student participants noted that this involvement enriched the high school experience for them. Many student participants felt they were empowered by their teachers to lead. Only a few student participants chose not to get involved in school life beyond the classroom. This was also the case for some educators. "I saw certain teachers in the school during the day, but then I would see them drive off at 2:30 pm when school ended. Those teachers came to school and put in their hours and then left," stated one male student participant. He added that this reflected poorly on his attitude and opinion of those teachers. These two groups came to school, put in time, exerted a minimal amount of effort then left the building. As a group, these people had little impact on the high school students' experiences.

In addition, leaders taught important and valuable lessons about life, work, and people. If these leaders were effective, students responded positively and upheld those lessons in the community. Leaders motivated students to work to their full potential by completing schoolwork and obtaining their credits so they might graduate secondary school. Completing the job of schooling better prepared students, they believed, for "greater things" in life. Leaders made a difference in the lives of others so that these student participants would strive to make a difference in someone else's life.

When asked about teachers who were not leaders, student participants had a clear picture of those individuals. Although I was careful not to turn these interviews into a gossip session, student participants were quick to give responses about individuals who were not leaders; it was also clear from their responses that

many were negatively affected by some of these individuals in the school and in the classroom. Some "teachers" were confrontational and would not listen to students. They would yell and dismiss the students' views. One male student participant stated, "I do not like teachers and vice principals who just brushed me off and do not want to listen to what I had to say."

Many student participants looked down upon educators who showed favouritism to athletes on sports team and/or members of clubs as well as giving out punishments. They also found it unacceptable for an educator to come to work unprepared and to exhibit unprofessional conduct. Student participants thought poorly of those who let the students control the classroom and school by allowing students to show disrespect to someone in authority. Showing disrespect occurred in classrooms, hallways, cafeteria, and outside. As well, student participants disliked those who were negative with poor attitudes. They dismissed those teachers who did not want to deal with students, their feelings, and problems. The student participants wanted to be heard and their views considered even if the result was not one they favoured.

Student participants disapproved of educators who treated them unfairly or those who favoured some over others or else placed blame on other people. They noted that they did not like others to get special treatment; however, my experience suggests that most students do not mind if special treatment is directed towards them. They noted their desire to be treated with respect and suggested that they responded favourably to such treatment. Student participants also wanted to be treated justly when punishments were given out. One male student

participant added, "The fact that two students could do the same thing, but only one would get punished really bothered me. Certain teacher favoured the smart students and the ones on sports teams and that is not fair to the rest of the students." However, student participants noted the difficulty determining justice because each student had his/her own circumstances that needed to be considered before issuing a punishment.

Moreover, student participants had much to say about those in administrative roles whom they did not consider leaders. Student participants felt that some administrators made poor decisions, which to them meant decisions that did not represent the views of students. They wanted their administrators to have their best interests at heart, but noted that some administrators did not seem to make decisions that accounted for their needs. Instead, they found that teacher leaders supported students. At times, principals seemed to impose rules and changes without consultation of others. Student participants found this unacceptable. Some administrators seemed simply not to care about their jobs or the students and, sometimes, let students walk all over them. In one of the female student participants classes, she said that her teacher "did not take control of her class and the students did what they wanted and did not listen to her."

Student participants also noted their desires not to have negative people in positions of power. Student participants noticed when principals were stressed out and could not handle the job, and noted that stress in school leaders, resulted in ill feelings by students. "I could tell that the vice principal did not like his job and did not want to be at school dealing with students every day," commented

one female student participant. Student participants also linked stress in teachers to a lack of ability to perform the job of leadership well. Student participants lost confidence in those who do not like their jobs. Students felt that their education was being hindered when educators became incompetent.

Student participants wanted educators who cared about them and made an effort to get to know them. Student participants considered those who possessed these abilities to be leaders. Student participants noted that teacher leaders had many opportunities to open up and share their feelings with students. Using the material taught, classroom discussions, interaction in hallways, and group activities, student participants felt they related better with teachers and thought highly of those who expressed their views and feelings about particular topics. However, I had observed administrators who had a presence in the school and were visible between classes, lunches, before and after school. This showed the student participants that they were on top of what was going on in the school and cared about the students were doing. Yet, it did not result in close connections.

In terms of assessment, student participants indicated their desire to be pushed to do better – whether on a test, assignment, exam, course, club or team (Joekel, Wendel and Hoke, 1994, p. 35). Schools had implemented key strategies to motivate student participants to do better in school. For example, programs were set up to help students prepare for provincial tests, improve grades in schools, participate in special activities, go on field trips, and special rewards. They also noted their desire to reach their full potential in all aspects of their life.

Student participants enjoyed the fact that different teaching and leading styles made learning more interesting. One student participant commented, "If they were the same, it would be boring. Who wants to go to a boring class/school?" As the old saying goes, "Variety is the spice of life!" One student asked, "If a teacher or administrator did not enjoy their work, then why was that person at my school?" If students and learning were not at the heart of the educator's role, then what was? The student participant noted that, if a leader had a positive attitude about school, most likely the students would as well.

In daily lessons in classrooms and the school, student participants hoped teachers would make connections with the learning and real-life. For them, this activity made lessons and activities remain in the minds of students when they left secondary school. Student participants felt that leaders should explain the relevance of the material because they believed knowing this relevance would help them face challenges in the future (Foster & St. Hilaire, 2003). Student participants wanted to be better equipped when they went to university or college so that they could handle what was coming.

Some student participants felt ill-prepared if they believed they had not covered the amount of material required for post-secondary schooling. Those student participants felt that they were far behind other students at their university/college. One student participant had this to say, "Certain people, I will not say their names, would simply go from one topic to the next and if you had questions, they would not answer them. They rushed through the lessons and so I did not learn much that semester." Moreover, other student participants felt that

they were treated badly by people in the school and they were glad that high school was over. "This teacher would center you out and made fun of students who got the wrong answer or who did something in class that he did not like. One time I asked the student next to me for help on a question and he told me to be quiet and to figure it out myself. I asked him for help but he went to someone else instead." Thus, they wanted to make a fresh start somewhere else. One negative, cynical (my interpretation of responses) student participant came from a negative experience and felt disconnected from their teachers and administrators. One female student participants pointed out that "The teacher spent so much time dealing with the bad students and the ones who could not get the work so I had to learn the material on my own. I wanted to be more prepared for university, but I was not." This student participant noted that he had gained nothing from the secondary school experience. One male student participant provided this comment, "The vice principals kept punishing me (e.g. suspensions) even though others did the same thing and they did not get in trouble. I felt I was being held back and I wanted to get out of their as quickly as I could."

Perhaps, the most important finding in this study is that most student participants felt that the true leaders in school were teachers and not administrators. The administration team may hold leadership titles, but they are not directly leading students academically, emotionally or spiritually. Beyond good pedagogy, students viewed teachers as the individual leaders in the school because teachers are engaged in the life of the school. They head up committees, organizations, and sports teams, which have a direct impact on the students.

Because these teachers advised these student participants in this capacity, they were able to have a profound effect on students.

I began this study with the fundamental belief that teaching was a wonderful opportunity to lead students however, student participants in this study noted that only some teachers take advantage of the opportunity. Generally, student participants do not see a strong sense of inspiration and leadership by most educators in a school. According to the comments of student participants, most adults are caught up in the mundane ways of doing their jobs and really do not seem to put extra effort in becoming a leader to others. This inspirational leadership only appeared with a few student participants. These special people were their peers who made school a "fun place to be and to work."

Leadership Insights from the Study

As I read, organized, analyzed, and weighed the data collected from senior student participants during the time span of this research study, I gained several key insights by working on this project. These insights came as I read and reread the data, attempting to become exceedingly familiar with the synthesis of meanings collected from the entire population as opposed to the specific notes any student might offer. To gain these insights, I read and reread the data I collected; I reflected upon the meanings I believed each student participant brought to the interviews and surveys; and I tried to deeply consider what these students "really meant" when they shared their insights – even when some of them seemed to lack the maturity to put deeply-held values into words.

1) Students long for good leadership, but they are not always led. Students wanted to be in place where they felt important and they had individuals who set a good example. Student participants indicated that they spent most of their time at school and it is where they had the most adult contact. They wanted to be respected and felt that they mattered. They also sought guidance from teachers and administrators so they could make good decisions.

2) Students believe that leaders are not always available, thus they lack exposure to good leaders. Each year, the student participants are taught by ten teachers and in most schools there were two or three administrators. Some students commented that there were some teachers and administrators who were unapproachable while, others seemed extremely busy. Therefore, this minimized the number of people they could talk to about school or personal matters. Student participants tended to speak to those adults who were their coaches or advisors for a particular club. Reasons for this are the additional time spent with that adult and the fact it was often in a less formal (out-of-classroom) setting.

3) A lack of exposure to school leaders' results in less confidence in the decisions made in the school and a poorer attitude about their education. Student participants wanted to be consulted and involved in some capacity with decision-making in the school. This could take place as a survey or vote, discussion forum, or direct contact with student representatives. As well, students wanted to be forewarned about changes instead of telling them one day that they could not do something and were punished for it (e.g. no cell phones in school, not allowed in certain hallways at designated times, and automatic detention for a certain

number of lates to class). This is unfair treatment to students yet, it still occurs in schools.

4) Teacher leaders who had enthusiasm in the school beyond the classroom gain a status with students that set them apart from other teachers. Student participants admired those teachers and administrators who chaperoned school events, coached after school, or who organized particular events in the school (e.g. walk-a-thon, multicultural day, guest speaker, and grade 9 day). They felt that those individuals cared about the students and enjoyed their job that they put forth this extra effort.

5) Students view the principal as a leader of teachers and teachers are viewed as leaders of students. The principal instructed the teachers on what to do and then they passed that onto the students. The teacher viewed as a medium between administration and the students. The principal maintained control in the school, while the teachers maintained control in their classrooms. The teachers interacted with the student participants directly each day and therefore what they did impacted the students.

6) Although principals can impact the classroom and the school life, in most cases students did not have enough time with administrators to develop a close connection. The principal occasionally was seen in school. As well, they seldom were involved in activities beyond their designated role. The VP position was confined to the attendance office and those students who had discipline or attendance issues. In addition, they were often seen patrolling hallways before school and during lunch, however, this did not allow this time to get to know

student participants. The possibility for close connections to develop was in classrooms, over the course of a semester, as teachers taught their given subjects and interacted with students each day.

7) Each semester, students hoped for teacher leaders and were open to new teachers. However, of approximately 40 adult educators, students meet during their four secondary school years, only a few impact students. Extra time provided, positive attitude, listening skills, respect shown, good communication, and approachability were key areas in order for relationships to develop between teachers or administrators and student participants. There were only a select few who met the criteria for student participants.

8) Students are open to teacher leaders. In fact, they see each semester as a new beginning and hope to be led and inspired. Student participants want teachers to be passionate about teaching and learning. Student participants wanted role models who directed them down the path that was best for them. They needed encouragement and support to meet set goals. They knew that these teachers would be in their lives for five months and wanted to benefit from this experience academically and psychologically.

9) The role of principal is viewed as a powerful leadership position by many students. This means that many students equate leadership with the job, not the person. There is a certain ambivalence in this finding. In other words, students see their administrators as leaders but leaders without much impact on their lives because they do not have relationships with these administrators. They see teachers as leaders, not so much by their status as by their relationship. For

student participants in this study, leadership without relationship means little to them.

10) Perceptions of administration in schools is tied to relationship. Some student participants fear the principal who is seen as the final straw if a decision to be made especially in regard to discipline. Reaching the principal to decide a particular matter meant that all other avenues had been exhausted. However, students who participated in school-wide many activities noted that they had a good relationship with their principals and vice principals. They believed they could approach the principal at any point of the day and get his/her opinion.

Students as School Leaders

Some student participants expanded the role of school leaders past my initial understanding when I began this research. Specifically, a few student participants in the study saw other senior students as school leaders. These student participants recognized that strong student leaders were often found on school leadership and activity councils. These student leaders' mission was to promote spirit and increase student involvement within the school. These senior student participants were heavily absorbed in the life of the school through academic, extra-curricular, and sports activities.

Student participants noted that student leaders made secondary school an enjoyable place. Four students who participated in this study held formal student leadership roles on their student activity councils. These four individuals felt their involvement contributed in a positive way. These student leaders felt that they needed to be role models for the grade 9 and 10 students because these younger

students would take on their roles when they graduated. These four student leaders also stated that they felt compelled to contribute to the school and hoped to build up the reputation of the school in the community.

Leadership Expectations within Schools

Most student participants had a clear idea about the type of role the principal played in a school. In a leadership role, the principal set the tone of school and acted like the school's ambassador. He/she oversaw the whole school and the people within its walls. For example, if there was an issue in the school, he/she was able to diffuse the situation and solve the problem. He/she took pride in being an instrumental part of the school. The role of a principal was "much like that of a teacher but with a bit more responsibility," stated one student participant. A principal made decisions that best reflected the needs of the school (Leithwood and Riehl, 2003).

Not all student participants agreed. However, most student participants agreed that, over time, administrators were able to build trust with others and then gain support for new initiatives. A leader showed others the benefits of doing something and then executed a plan using the assistance and support of others. He/she gave others responsibilities and allowed them to take on leadership roles. Then, the leader helped those people to be effective in their roles. This showed that they empowered teachers and students so they became leaders in different capacities.

Principal and vice principals were viewed as the key people charged with keeping the entire school working together as one cohesive group. Student

participants believed these administrators were ultimately responsible for the school and what happened there. Yet, some student participants did not feel that these administrators were aware of the events in the school because they were never visible to the students (e.g. gone to a meeting or worked in the office). For student participants, visibility was often equated with interest and insight. A school leader had to be present to be effective. These student participants desired at least a visible relationship. They wanted someone to connect with, but felt disappointed when they were not given the opportunity because an administrator's many other priorities kept him/her hidden behind a desk. Student participants believed that school leaders should hold students as the number one priority and the reason for education and learning. To them, invisibility meant disinterest. While student participants noted that they understood that principals had to deal with paperwork and bureaucratic matters, they also almost literally saw staying in touch with students and colleagues in the school as the most important leadership activity.

One student participant commented on the role of a principal, "I am puzzled about the role of the principal at schools because the vice principal was the one who gave out punishments to the students; therefore, the principal had very little to do with students since he or she did teach any classes." One female participant remarked, "Aside from the casual 'Hello' while he [the principal] patrolled the halls during the break between classes, the principal rarely said a word. I think all the principal did was to keep the teachers together, arranged

meetings or conferences, and also maintained working relationships in the school."

This belief was reflected in literature (Schweitzer, Crocker & Gilliss, 1995, p. 76; Whitaker, 1997, p. 155). These examples evaluated two administrators who were not seen as leaders, although their title designated them as such. The student participants of this study had lost faith in these administrators' abilities to lead people. As a result, student participants did not believe such a person could be in charge and resisted following the person's direction.

One student participant frankly stated, "To tell you the truth, I rarely saw the principal unless, a situation had gone from bad to worse, or there was a special event or presentation." This finding seems to contradict research by Davis and Thomas (1989), who stated that "strong instructional leadership by a principal...is the single most critical component of a… school." To the student participants in my study, even if the principal was an instructional leader, the students did not see that side. They desired visibility and, in lieu of the principals, they saw teachers performing leadership tasks.

The spirit of leadership of a principal was evident in a few students' interviews. Several common characteristics in the literature came up repeatedly in the study. A good leader was flexible to change, good listener, honest, personable, had clear expectations, and respectful. Those individuals who led students in a positive direction gained greater respect by students and fellow colleagues. This meant that others trusted the leader because they could see positive results of the decisions made in the school.

The Leadership of Vice Principals

Student participants related that they understood that not all leaders had aspired for leadership. Several student participants suggested that some educators only do the job that is asked for and nothing more. Those simply do not care about students beyond the curriculum. Therefore, little or no relationship is formed. And, as my study seems to suggest strongly, students desire relationships. In fact, student participants noted that many of these relationships occur between students and their teachers/administrators over the four years of high school. However, they see one position – the VP – as a set role that does not allow for positive connections with students. Instead, "good" students never really get to the VP and the "poor" students are connected to him/her on bad terms. Moreover, this role is neither one to be feared nor respected, unless the VP is performing a dual role during the day – teacher and administrator. This dual role occurred in one public school and was seen as an admirable accomplishment.

Many student participants felt that the vice principal's (VP) role was that of a disciplinarian who was far removed from classroom life. As a result, school policies and codes of conduct were criticized by students because VP's enforced these rules. Standard school policies included suspensions and detentions for arriving late to class or for questionable behaviour, no food allowed in hallways, not allowed in gym at lunch, and unacceptable dress especially schools uniforms in Catholic schools. In general, student participants in my study did not consider VP's to be school leaders. As a result, student participants saw leadership of the VP in a formal and job-centred way. This was due to the role of disciplinarian

and enforcer of rules. Several student participants disliked the rules in the school; however, some saw that them as important and needed in the school environment. The way the VP handled certain situations made the difference for some students.

One female student participant commented positively about a VP at her school. She said that, "If a vice principal was fair, kind, considerate, and listens then he/she would get my respect." However, if a VP did not exhibit these qualities then he/she had received no respect from students and, thus, had no real authority over the students. Another female participant talked about one particular VP when she said he "would talk to me on a one-to-one basis and tried to go deeper and get to the real problem because I had a lot of problems that year." That extra effort made a difference in that girl's life.

However, such positive comments about the role of the VP's were rare. Student participants pointed out that the VP's role was limited to working in the office or patrolling the hallways or cafeteria. Perhaps, this limited job role is due to the amount of issues that VPs have to be deal with in a typical day. Possibly, VP's do not have enough time to participate in student activities and viewed in a different light. Regardless, student participants had little good to say about the VP's leadership.

It was interesting that several student participants recommended that vice principals should teach classes. They believed that, if the VP's taught classes, they would know more students in the school than those with discipline problems. At one public high school, two vice principals did teach one class every day. These VP's were able to balance both duties and, as a result, students

had a greater respect for these two VP's. Because students in the school got to see them in different capacities, and not just the role of VP, they were given more credibility and respect. In this way, they could teach the students in the classroom and could encourage good behaviour so that students would not appear on his/her doorstep at the office.

In addition, one teacher/administrator was singled out as having a positive influence on the student participants. This individual encouraged students to go out into the community and become role models. Student participants noted that leaders such as this one inspired students to take on new challenges and not to give up if they encountered difficulties. They instilled important values and morals such as respect, honesty, hard work, determination, and compassion. Because these values were exhibited, student participants responded by displaying their own positive values.

In general, those students with good relationships with leaders found that these leaders were more influential. Students, again, equated good leadership with stronger connections. Other student participants noted that time provided a different perspective on decision-making. Specifically, they noted that they did not appreciate certain decisions when they reflected on the actions of those people, they now realized they indeed showed leadership. For example, a student participant did not like how a particular teacher handled a decision; but as she looked back four years later, she now felt that the teacher made the best decision at the time. The leadership shown was finally recognized years later. This idea

also emerged when a student thought about a VP when a punishment was given to the student.

Student participants agreed that a principal could never meet nor get to know every student in the high school. However, student participants appreciated it if the principal or vice principal acknowledged them in a positive manner even though they did not know the student. A simple "hello, how are you?" was a gesture that showed students that these people had a good attitude and liked their job as well as showed kindness towards the students. They commented that only the teachers had a greater chance of knowing them personally.

During my visits to schools, one of the student participants was absent; however, the secretary directed me to his father who was supply teaching at the school. This student's father was a former principal – now retired. I spoke to him directly as he was supply teaching the day I visited the school. I asked him about his career and he spoke candidly. He commented that he had so much paperwork and responsibilities as a principal that he had been bogged down and had difficultly finding time to learn about people within his school. He was a people person, but his job overshadowed that. This former principal was now a supply teacher in the same school board, and finally was able to rediscover the joys of teaching. He now appreciated and enjoyed his involvement in education.

Shor (1987) stated, "Many teachers came into the profession inspired by the human good they could do, even as a public service, looking for their students to experience the joy of learning." The former administrator I spoke with this day stated that he would never go back to administration; he loved being with the

"kids." He spoke of his experience in the classroom and his positive attitude certainly made him a leader. There would be some students who would view him as only a supply teacher, but would soon realize his passion being with the students. [I have seen several supply teachers, retired educators, in the schools and they stand out to students because they love being there, whereas young supply teachers appeared nervous and unsure of their surroundings or else did not really care about the kids except for getting the job done. I may be making assumptions, but this is something I have viewed as well as the sense I get when students in my classrooms speak of supply teachers.] Students were the reason educators go to school each morning and devote their time to education. This sentiment echoed remarks made by a male principal in my previous study, "Remember why you teach, you are there for the children" (Brode, 2003, p. 41).

Leadership and the High School Experience

The high school experience was a positive one for the majority of the research participants because of certain individuals who led activities in the school. These individuals were leaders because they acted in ways that student participants equated with actions intended to enrich the students' lives by encouraging and supporting their talents in these activities. Several student participants commented about their coaches and the impact these people had on their attitude and abilities. These coaches instilled sportsmanship, dedication, teamwork, and self-confidence. Another student participant talked about her art teacher who she felt led her to pursue her passion as an artist. Whereas, one previous educator told her that she had no talent and that she would never do well

in that field. Fortunately, this student participant found encouragement with another educator who had faith in her abilities. Despite the negative feedback she received by one individual, this student now takes art classes at a local university.

The same idea occurred throughout the student responses for those who were recently finished with school. The time spent in secondary school carried over into their lives now and the memories remain. Most students enjoyed their time at their secondary school, although a few could not wait to leave school. These few students did not think anyone led them down a particular path and felt that they did not matter. The majority of student participants named a number of reasons for enjoying their respective schools. Specifically, student participants mentioned a good academic program, school spirit, a wide variety of school events, solid tradition, low school population, and multicultural opportunities. In addition, student participants generally liked educators who were easy going, friendly, and available. However, a few student participants commented that friendly relationships were not always necessary because a line needed to be drawn between adult and student. Student participants needed to know who was ultimately in charge.

A few student participants remarked that they also liked administration that made an effort to meet students whereas others had no relationship with these individuals in the four years of secondary school. Student participants were asked to explain the role of a leader. One female student participant stated,

> A leader in a secondary school is to provide the students with skills essential to the outer world. They are to help guide us through difficult

times we have trying to figure out what we should do with our lives. They should be our mentors and friends... A leader needs to get involved with the school in order to help the students become involved.

Most student participants noted that high school was a tough time for them and an emotional period. They believed they needed leaders who pointed them in the right direction so they did not "fall flat on their faces." True leaders shared their experiences with students, offered guidance, allowed students to take leadership responsibilities, and gave good advice so that students might choose the best path to follow. One female student participant commented, "We ultimately decided [our path] but this was influenced by those around us – parents, educators, and peers." Another added, "Those leaders who were inspirational swayed us the most." Being an inspiration meant that this person was devoted to a cause that others agreed with and this leader was able to rally others together. Therefore, other people wanted to become a part of this cause. This could take the form of a championship team, a theatre production, a fundraiser or a new school initiative.

After doing this research and having contact with these students for one year, I am curious to find out how these student participants would view leadership a few years from now. I would also like to learn their feelings and attitudes about their secondary school experience at that point in time. This study could certainly be turned in a longitudinal study. I especially would like to interview the participants whose experiences were included in the following ten case studies.

Case Studies of Important Leaders

In this research study, I asked the student participants to think of one person at their school who exemplified good leadership. I wanted participants to write down their comments about this person using examples that showed the leader's character and how this person developed leadership within the school. The following case studies were provided by ten student participants, who shared their thoughts about leaders who affected them personally. For academic purposes, spelling, grammar, and punctuation have been corrected and the wording slightly altered in each case study; however, the overall message and insights of the students' views have not been affected. It should be noted that these were not the only ten cases that I looked at in my analysis.

Case 1 – A male student discussed male leadership

My former social studies teacher was a great example of a leader. He was honest, generous, and straightforward. In his teaching, he was clear and fun to learn. He worked with you so that you could achieve the best possible mark. If you were having trouble with some question or concept, he would help you and made sure you knew how to do the work. He would give good examples of ideas for projects so that we would achieve success. Besides his role in the classroom, he was very giving of his time. Most of all, this person treated and helped everyone equally because he did not play favourites. I felt important and appreciated. Because of these examples, I consider him a good leader.

Case 2 – A female student discussed about a male leader

My senior history teacher was a leader in my school. He knew much more than just history. He often shared his own experiences with us. He was someone who students respected and did not feel intimidated. Even though he was a male [and I am a female], I could relate to him and he understood what I was going through – academically and personally. He was able to establish a balance between authority and friendship with his students. He would not hesitate when someone said, "I need help with this." He was available during lunch and after school when I needed assistance with school-work and personal stuff.

Case 3 – A female student discussed about a female leader

A drama teacher at my former high school exemplified a good leader. She carried the traits that any successful leader would have. She formed a sturdy relationship with each of her students that helped them to be comfortable with her. Students could easily approach her and looked up to her in different ways. She also got involved in many school activities (e.g. fundraisers, plays, and special events) and tried to get as many students involved. She was a role model to many students and contributed to the life of the school greatly. She knew how to energize a crowd and get people interested in many activities in and outside of the classroom. She made learning fun and enjoyable – which was difficult because who really knows what a bunch of teenagers find interesting?

Case 4 – A female student discussed about male leader

The person I chose was probably the most known leader at my school. This person had spoken, acted, and proven year after year that all you need was school

spirit and you can do anything. He would be the first to get involved with school activities and he did not hesitate when someone said, "I need help." In my eyes, he was the ideal leader for any high school or community.

This person was also involved in a new program offered at our school. This program allowed high school students to tutor mentally challenged individuals. I enrolled in that program because of this leader's encouragement. He felt I would do well in this new role. He put a tremendous amount of effort everyday, and I can only imagine the patience and care that went into his work.

In closing, and I say this very truthfully, I looked up to this individual in every way as he was truly a mentor and role model for the school and the community. No matter how many times I have been asked this question, I always think of this person.

Case 5 – A male student discussed about a male leader

This person stood out to me the best leader, when I think of a leader at my high school. He was a leader because he did not listen to what other people said about him (e.g. gossip). He was a good leader because he treated students with respect and as adults. Many people think of secondary students as children. In some cases, many of the senior students acted immaturely which is not how they should behave. He knew that, when we left high school, that behaviour would not be tolerated in postsecondary schooling or in the workplace. So he made that known. When students were treated as adults, it helped us realize that we are no longer children and we could not do childish acts anymore. When students are babied throughout high school, it does not help them later on.

Everyday, he showed us that it is acceptable to be different and to do what we think was right. He did not allow himself to be placed under a microscope and to be like everyone else. A leader needs to do what he/she believes in and not be swayed by other people's opinions. This was what this leader demonstrated to us.

As a leader, he not only chose to stand out and be different from everyone else, he helped his students stand out from the crowd as well. He knew how to treat the ones who enhanced the lessons high school teaches us. He also knew how to help the ones who did not seem to care. He knew that not all life's lessons cannot be taught from a textbook. He attempted to prepare us for the "real world" by illustrating the lessons he learned throughout his life. This leader showed us how we can become leaders and take control of our own lives and to not fall into the pond of our peers.

Case 6 – A female student discussed a female leader

This person was a great leader who made students come to school to learn. She built personal relationships with students, which made us feel liked and important. If students felt that someone cared about them, they would want to learn. If students felt that someone did not like them or care about them, they rebelled. This leader showed enthusiasm when she taught or coached or mentored because she was willing to go that extra mile for her students to show them how much she really cared.

Case 7 – A female student discussed a male leader

Mr. Caring had done many things for not only the school, but in the community as well. He hosted one of the best feeder school basketball programs in the area, and did so in his free time because he loved the game. He put his time and effort into making activities at the basketball camp run smoothly and still had fun doing it. I myself had been at his basketball camps and can say first hand that it was not only fun, but it also gave me the knowledge and skill to succeed throughout the elementary school and high school basketball levels.

As a coach, Mr. Caring expected 100% at all times. He had grown up loving the game of basketball and passed that passion onto his players. If we were not giving 100% at practices or games, he pushed us harder because he knew we could do it.

He came to practice with a schedule of what we needed to work on. If he knew how a team played basketball and could see weaknesses in our team's game plan, he focused on those weaknesses so that when the time came, we knew what to do in that situation. He always stuck to the schedule; and, in the end, it paid off. The following example illustrates my point. At the end of the season during the city final, his skills and knowledge shined as we beat our city rivals. Before we played our last game at the OFSAA Regional Championship, Mr. Caring spoke to us in the dressing room. We were used to seeing our coach in one mood - happy or mad, but that day was different. In the dressing room he not only displayed happiness, but sadness as well because 12 of his 15 players were leaving and he knew that this might be the last game together. He commented

how he hoped that what he had taught us over the years would stick with us as we went on to bigger and better things. He then looked at all of us and told us to get up and go win a basketball game. Unfortunately, we lost the game, but Mr. Caring remains one of the best leaders I have ever known.

Case 8 – A male students discussed of a male leader

The person who exemplified leadership was my basketball coach and he also taught me as well. He single-handedly brought up the school's basketball program from nothing. He showed tremendous leadership by casting an atmosphere of confidence in all of his incoming and upcoming players as well as other players so they would come to our high school. He was great at selling himself, the school, and the program to students and in time he would not have to sell his program to anyone; the results speak for themselves.

He was a leader that demanded respect at all times and received it no matter what room he went into. He carried himself with a swagger and confidence that allowed him to go about his tasks totally unchallenged and unquestioned. He was the type of coach that hated to lose more than anything, but would sometimes throw away a game just to prove a point or teach a lesson to his team.

He taught my recreation and leadership course and he wanted our basketball team in that class so he could teach us leadership. He taught us all the qualities a good leader should have such as confidence, communication skills, heart, determination, and organizational skills. The most important aspect of a leader that is overlooked is the fact that if you are able to look your leader in the

eye and be confident then, you are not afraid to go to war with that person. This leader was definitely someone I would go to war with.

Case 9 – Female student discussed about a female leader

My religion teacher was the only person, throughout all of the years I have been in school, I would call a leader. She was not only a remarkable teacher, but her personality was one that should be spread to everyone. She was the type of person who believed learning should be fun, and should not be something that kids are forced to do. She was willing to open her class to a discussion and believed that there were no stupid questions. Whenever I needed advice or someone to talk to, I knew I could turn to her. Although she was much older than her students, she could easily connect and related to them, and was not afraid to open up to them as well. When there was a problem with a student, she was not one to punish first and ask questions later, but she talked to the person and figured out the situation with hopes of resolving it with the best interests of everyone in mind. She was always willing to help a hand and open her door to everyone. She not only cared for her class, but for the whole school and community. She was the type of person who did not have enemies, instead an army of friends. To many, she was not just a teacher, but a mentor, a helper, a friend and definitely, a leader. She was someone you felt close to you, but was not viewed as an authority figure. She had great respect for her students and, in return, her students respected her. She was able to control the students and maintain her kind cheery attitude because she was someone students listened to and respected. On top of her being such a wonderful person, she was an excellent

teacher and a school leader. She was able to deliver her lessons, but have fun at the same time. This leader was not only favoured by me, but by many students because she had such a great affect on people in the school. She was the type of person I wish to encounter everywhere, and even after graduation and many years down the road, she will not be forgotten.

Case 10 – Female student discussed about a male leader

The person I have selected was a great example of a leader. This person always showed a positive attitude and never yelled or judged people. He was laid back and never seemed frustrated or stressed from his job. He encouraged and helped students to do better in school. He would say kind and encouraging words to us so that we felt we were capable of anything. He exposed his students to situations that happen around the world that most teens do not pay attention to. Mostly, he loved being at school and wanted the students to get a good education then, get into a career that would make us happy.

Synthesizing the Responses

From these ten responses, one can see that leaders had a huge impact on students. Administrators were mentioned as positive role models; but, most often, teacher leaders were cited. Student participants strongly felt that teachers exemplified leaders; once a student left a classroom the impact on students was more indirect. Again, in these case studies, the idea of relationship is highlighted by student participants as a key to leadership. With this relationship, the personality and the attitude of the leader were important to students so that they could better relate to that person. Student participants felt distant from

administrators and close to leaders. As some student participants pointed out in the interviews, a principal cannot simply be a voice on a PA, a person stuck in an office or someone who is away from the school attending meetings. A principal needs to be more visible and more involved in the students' lives to have a greater impact in the school. Student participants in the study viewed teachers as most influential, visible, and involved individuals in the student life at school. Principals needed to step up and lead like the teachers the students viewed as leaders.

In general, each student participant identified one or two individuals in the school who had a great influence on him or her. This impact was profound, and students still reflect on the leadership exhibited by these people – even this impact occurred during their grade 9 and 10 years. Most cases mentioned were the impact of leaders during their senior years. The leaders examined impacted the students' lives and undoubtedly have an affect on them in the future.

These ten examples were selected for this paper; however, similar themes and ideas arose in the other cases. Therefore, the other case studies added little additional insight that was not already discussed in the selected ten. (In retrospect, the ten case examples I chose could have been more detailed and I could have pushed the student participants further in their responses.)

From my own teaching experience, within the general school population, I generally hear female students talk about female educators. However, some also speak of male educators in a negative tone. In this study, this was also the case. However, a few female student participants spoke about male leaders. Female

students participants looked to both genders and usually selected people more suited to themselves and, as a result, it was the same gender. Generally, student participants looked to certain educators for guidance based on the personality of the leader and how comfortable they felt discussing problems or seeking advice from that individual.

One key example was male athletes on sports teams. Male students who participated in the study tended to speak about male leaders and seemed to imply they could relate better and had more in common with male educators. Thus, male student participants were able to open up more easily with someone who had been through similar experiences and where they felt a connection with that person. My study suggests that certain characteristics are more acceptable with male leaders. These include a strong personality, actions that could be called blunt, and rigid in discipline; a character that exerted authority, and. as a result, relationships that could be seen as tough on the males. Male student participants appreciated being pushed to levels they would not have gone themselves. Male student participants seemed to suggest they could handle these traits and realized it was to their benefit.

A Comparison of Male and Female Leaders

The responses made by male and female students regarding leaders tended to agree with one another. Several attributes were given to male leaders. Student participants felt that male leaders were upfront, open, and sincere, not phoney. Male leaders were viewed as credible, practical, and could get the job done. They could stand up for themselves when faced with challenges or problems. As well,

male leaders made decisive choices; usually what was best for the student and/or school. Both female and male student participants agreed that male leaders were good communicators and maintained an approachable attitude and demeanour. Student participants felt that they could talk to male leaders and sought their advice when they had problems. Male participants were also heavily involved in activities in the school, especially as coaches on sports teams.

Most student participants felt that male leaders were strict and had control of the classroom or school, but still had the deserved respect from students and other staff members. A few student participants indicated that female administrators, who were in principal or vice principal roles, were strict and less social than male administrators. These women got "down to business" and went "by the book" [followed rules and policies of school]. By enforcing rules as their primary emphasis (as opposed to student relationships being key), they had not gained the respect from students. Student participants felt that these women believed they needed to prove themselves so that they could gain respect from others. The result was that both female and male students seemed to like female administrators the least, had less respect for them, and were not comfortable talking to them. Over time, this may change as the students may grow to appreciate women in leadership roles within the school community.

On the other hand, student participants believed female teacher leaders had several attributes and responded to them in a positive manner. Female leaders were viewed as good listeners, understanding, and comforting because they showed their feelings to the students. Most student participants felt that female

teachers, who were considered leaders, were easier to work with because they were more accommodating. While males were personable and humourous, they had a serious side that student participants needed to respect.

In reflecting on the attributes ascribed to school administrators by gender, it is difficult to say whether student participants were actually transferring or restating age-old stereotypes or had gained enough maturity to speak considerately about a difficult concept. I have no doubt that student participants told me their own truth, however, I am less certain that their truths were as yet fully and considerately formed. My assumptions about student maturity might have been overstated. In reflecting on what seems to be gender stereotyping, I am uncertain how to understand their insights. It might also be that female high school administrators in Southwestern Ontario were acting out their own stereotypes. It is true that these comments sound like stereotypes, and even within the data collected in this study there are exceptions to the rules. However, by and large the findings of this study seem to mirror stereotypes that have been long held about leadership and gender.

What is true is that student participants clearly value relationships with school leaders. In this respect, female teachers' leadership was also legitimized with their students because of their daily contact with students. This daily contact allowed a relationship to develop. One student participant commented that her female history teacher "gave me compliments and positive feedback about my work and writing." She viewed this teacher as a leader because she was appreciative of this woman's compassion and enhancement of the student's well

being (Robbins, Condie, and Kondo, 1995, p. 344). A female student participant stated that one female leader "was the best mentor and friend I could ever find in a teaching staff member." Thus, women tend to have a relationship-oriented style of leadership (Ortiz and Marshall, 1988).

This research was supported by literature, which showed that, most times, women showed compassion and attempted to enhance students' self worth (Brode, 2003, p. 76; Robbins, Condie, and Kondo, 1995). Unfortunately, relationships with students were difficult for female administrators. As a group, they needed more contact with students. Other research by Sweeney (1982) & Hopkins (2000a) suggests that some ways to gain additional contact include: visited classrooms, wandered halls and talked to students, coached and supervised activities, and giving attention to those who appear in their offices.

In general, male leadership played a dominant role in the workplace. Secondary schools had a great number of female staff members; however, the majority of individuals in positions of authority were males. For student participants, this gender overload seemed not to be considered an issue. Student participants noted that they received more respect from males because males "told it like it was." Most student participants noted that they behaved and did what was asked of them by a male leader, because they did not want to suffer the consequences. These comments seem to indicate that male leaders either instill fear in their students, which makes them behave in certain ways or that students seek and prefer discipline.

At the same time, female leaders were considered more considerate. Thus, student participants felt they mattered. Yet, these student participants noted that female leaders remained firm and had high expectations of their students and these high expectations made them work harder as students. Some young female participants commented that they connected with a female leader because they believed these female leaders knew about the stresses of being a teenage girl. These same female participants said they felt uncomfortable around the male leaders.

Catholic versus Public School Systems

Faith was an important part of the Catholic school system. In research by Brode (2003), one educator stated, "Good leadership follows the leading of the Holy Spirit. He/she was not ego driven, but was moved by a passion and a desire to do God's will, to follow God's leading" (p. 78). Morrow (2002) asked, "How does God describe 'Effective Leaders?" Morrow's answer was "Jesus" because he set the "pattern for leadership." He included several examples of how Jesus was a model for Catholics. For instance, Jesus was an assured person, a good listener, available, led others in a masterful way, and displayed spiritual beliefs (Morrow, 2002).

In the 1970s, a new leadership theory developed called "Servant Leadership." Its emphasis was on the servant and not the master of a group (Bolden, Gosling, Marturano, Dennison, 2003, p. 8). Robert K. Greenleaf, the founder of The Greenleaf Centre for Servant-Leadership, noted an educator's duty to be a "servant leader." The Greenleaf Centre defined servant-leadership as

a "practical philosophy which supported people who chose to serve first, and then led as a way of expanding service to individuals and institutions" (2002).

Similarly, Joann McGregor of the London District Catholic School Board (LDCSB), who was a guest speaker at the University of Western Ontario, provided the Image of the Ideal Leader as stated by the LDCSB,

> As members of Catholic learning communities, Catholic principals support faith development and celebration of success. As members of the Church community, Catholic principals and Vice-Principals encourage compassion for the less fortunate, the sick and the homeless. They are called to be servant leaders. (McGregor, 2005)

This statement reflected the servant leadership of leaders in this particular school board. As cited by Barbuto and Wheeler (2002), some of the beliefs that servant leaders hold include empathy, listening, calling, stewardship, foresight, and awareness. This type of leadership was an ongoing journey within the faith tradition.

Although Catholic schools hold to obvious religious beliefs and customs, these were not evident in most student participants' responses. As a Catholic secondary school teacher, I hoped, and expected, that religious faith and beliefs would come through strongly in the students' statements. In my Master of Education project (2003), teachers and administrators had firm beliefs about their roles as Catholic educators. They felt that the education students received in the Catholic system was different from the education within the public system. In that project, teachers and principals in the Catholic system focused on their

religious beliefs and voiced their opinions about Catholicity. As pointed out earlier, a prime example of a leader, who was a Catholic woman who has devoted to her faith and became an example for all. This person was Mother Teresa. One female principal stated, "I consider teaching my vocation (e.g. God sent me here) and a good leader is one who serves (Brode, 2003, p. 34).

Some student participants' comments may be indicators of Catholic values and beliefs. These included "strong school spirit," "acceptance of other cultures," "having faith, morals and values" and "coming together at special times during the year." However, only one student participant talked openly about how religious educators have divergent qualities, which made them different from public school leaders. This female participant stated that leaders in her school had "strong conviction's in one's faith" and were "faith-based by instilling values and morals in us."

One male student participant gave a different perspective having attended both systems. He indicated he was in the Catholic system for his grade 9 and 10 years, but found it too restricting in terms of rules and Catholic traditions and he did not do well academically. He transferred to a public secondary school in the same city. He received encouragement and support at his new school, which was lacking in previous school, and has been doing very well. He was glad that he switched schools so he could achieve success. He is now attending university, which would not be the case if he continued down the track he was on at the previous school. He said he owed his change in attitude and achievement to the

principal who insisted that he move schools so that he could get the help he needed.

The data I found in my research may be disheartening for Catholic educators. It would be difficult to hear that the Catholic system did not have the impact it would like. However, student participants did mention "values and life lessons," which might reflect Catholicity. Yet, one female student participant above recognized the key elements that make the Catholic system distinct and it was hoped that other students feel the same, but failed to clearly mention this aspect in the research process. Most student participants were concerned with the teachers' personality, their knowledge, and style of teaching. At the same time, they enjoyed learning "life lessons." These sentiments were echoed in "A Teacher's Prayer" found in Appendix Q (Kalman, 1991, p. 39). The students in the research study commented about "life lessons," which were important concepts the Catholic Church tried to instil in its students. These included: fairness, compassion, acceptance, caring, respect, honesty, and responsibility. Educators in Catholic schools hoped students would develop these concepts and have their education enriched as a part of the Catholic system.

Students' Outlook on Leaders in Films

The following eight films examined in the previous chapter were used to spur conversation with the research participants. Most student participants had seen a few of the films and could comment on the characters in the films who they felt were leaders. I have included general comments below. (Note: Two of

the older films had not been viewed by the student participants as they had not had heard of them. These films were too dated.)

Film 1 – *Lean on Me*

A student participant in this study stated that he respected and admired this principal because he came to that school with set goals in mind. The fact that he would stop at nothing to reach those goals showed determination. He viewed Joe Clark as a man who was serious about his job and what he wanted and this showed true leadership. Another student participant added, "Mr. Clark ran the school with an iron fist." This participant stated that the principal showed the students respect and he earned their respect. The student participant remembered that the principal was in prison and the students rallied for him to be released. The students wanted this special leader back in their school. For the student participants, these actions showed that the principal had made a difference in that school and affected students in a positive way. One male particular participant wished that his principal would be more like Joe Clark. The student participants had a low opinion of his principal as he was not the trusted because of poor decisions in the past.

Film 2 – *Dead Poet's Society*

This movie was enjoyed by both male and female students. A student participant thought that the main character was charismatic and went against the norm. This allowed him to stand out and this student liked these types of individuals. Mr. Keating's leadership was shown when he got his students to re-examine what they thought about literature (especially poetry), morals and

values, and what they wanted to do in life. The student participant felt that John Keating was able to encourage each boy to follow his passion even though other people might not agree with one's choice.

Film 3 – *To Sir With Love*

None of the research participants had seen this film, which was made some time ago. For myself, I had only heard about the film from a colleague who remembered watching the film and mentioned that it involved my topic. One key idea was that the main character used innovative techniques to reach his students.

Film 4 – *Stand and Deliver*

A student participant in this research said he liked the fact that this teacher never gave up on his students. The student participant knew a female educator who was similar to Jamie Escalate because she was always pushing her students to accomplish their goals and that they had the potential to do great things. The student participant commented that this type of teacher made a difference in these students' lives when most teachers did not seem to care and just dismissed the students.

Film 5 – *Blackboard Jungle*

This film dates back to the 1950s and none of the student participants in this study had ever heard of it. Doing my research, I came across this film and decided to view it myself. Although it is dated, it still made a statement about the school system and leadership. It allowed other lead learn on their own and not to provide them with all the answers. The characteristics of the Richard Dadier, the main character, and that of Joe Clark in *Lean on Me,* were similar. They both

wanted strict and wanted order in order to set an example for the students. They did not allow disrespect and misconduct by the students as stressed obedience and respect for others.

Film 6 – *Dangerous Minds*

Several student participants had seen this film and enjoyed it. One commented that this woman was a leader who showed great strength when she came in to the class and took charge of the troubled kids. Louanne Johnson was able to do this because she tried to get on the students' level. She made the students think and showed them respect. In return, they treated her with respect and they opened themselves up to learning. Johnson was viewed as a strong woman who had made a decision that she was going to make a difference in these students' lives. One student participant commented that this movie was not stereotypical because there was a female in this situation, not a male. As a female, she was glad that a powerful female took on that role.

Film 7 – *Mona Lisa Smile*

This film had been seen by most of the student participants because it had recently been released. Female student participants could relate to this film better than males because the main focus dealt with female characters. One female participant admired the main character, Katherine Willis because she pushed the students to reach their full potentials in the field of art. She tried to get the students to discover things about themselves. The student participant noted that there were different avenues that the girls could take and that a woman had thoughts of her own and used them. Therefore, a girl did not have to follow

everything her parents or a man told her. This important part of the film hit home for her.

Film 8 – *Mr. Holland's Opus*

A number of student participants really enjoyed this film and had several positive comments to make. The main character, Mr. Holland, was very talented and, through trial and error, was able to influence so many students over his career. One student participant said that he was a great role model and liked the fact that the film's time span stretched over a few decades. Another student participant could relate to the film because there were leaders at his former elementary school who still remain in his mind. These people had the same effect on his life like the students in the film.

Critique of Films

The leaders in these films taught many valuable lessons. All eight educators displayed a caring, dedicated spirit because they were determined to see improvement in their classrooms and their schools; they never gave up on the students. Each person had his/her own way of reaching the students and was able to achieve success. These educators shared some similar characteristics and approaches to teaching. A brief glimpse of the qualities that made these people leaders in their respective schools were as follows: did not accept inferior student work, demonstrated active caring for other people, supported the students in any way possible, had a positive and motivating attitude, high expectations of the students, gave regular feedback to the pupils. As well, these educators opened the students' eyes to new learning, maintained discipline and demands respect in the

school and classroom, had firm beliefs that students can and would do better in school, were an inspirational role model, and were dedicated and devoted to the teaching profession.

CHAPTER FIVE

Summary of the Results

Introduction

After conducting my research over the past year, I was provided with a vast amount of information from my student participants. Interviews were the most important tool used to gather information. Student participants provided concerns and opinions of teachers and principals who were leaders in their eyes. The maturity level of some of these students was outstanding; other students were less mature. Some student participants were very articulate and insightful while others made general remarks about leadership in their schools. The findings suggest, however, that these students – as mature as they are – tend to hold age-old stereotypes. Why this is true may be debated.

Addressing the Key Questions in the Study

In this research study, there were one defining research question and five sub-questions were examined. First, how do grade twelve students perceive their school leaders? The student participants note that there were many types of leaders in their school; however, only a few leaders had a strong impact on their life over the four years of secondary school. These leaders were individuals who the student participants could relate to on a personal and/or academic basis. This relation was based on mutual respect, open communication, and positive reinforcement. Their leadership helped shape the student participants' development and put them on a road to success.

1. What differences exist between the leadership expected of a principal, a vice-principal, and a teacher?

All students want to be led by good leaders however these leaders come in various forms. Principals were viewed as the leaders of the school because of their title. They were responsible for everyone in the school and often made the decisions in the school. They also had many responsibilities that were not directly tied to the students (e.g. meetings and paperwork, etc.). One concern by student participants is that principals are not always visible to students and therefore, do not develop the relationship that students crave from a leader. In terms of showing direct leadership to students, this came from the teachers in the school. Teachers were able to have a strong impact on the students because of daily contact in the classroom. The group that was showed the least leadership is vice principals. They hold the title of disciplinarian and were concentrated in the attendance office dealing with poor behaviour, punishments, and attendance issues. Some noted that they had no contact with the vice principal because they had none of the mentioned issues. If the vice principals taught classes or were involved in extra-curricular activities then they had a greater opportunity to lead students and have a more direct impact on them. Student participants also commented that they had more respect for them as they were able to show their leadership in the classroom.

2. What do students feel educators need to be considered leaders in their secondary schools?

Student participants claimed that to be viewed as a leader, a teacher or administrator must enjoy being at school and have a passion for the job. The leader's personality and attitude about learning influences his/her students in a positive or negative way. A leader's main priority is to educate the students. Those who used a variety of ways to educate them and interact positively with them were able to reach more students and at a deeper level. Leaders were heavily involved in a variety of school activities and thus, had an impact on a greater number of students. By becoming more involved, this showed students that they enjoy working with them in a different capacity. It also showed that these leaders saw these activities as important to the development of a secondary school student. This interaction is crucial. Showing respect and treating the students as capable adults was valued by student participants. Students did not like it when adults spoke down to them and would not listen to students views. They want to feel valued and important.

3. Do male and female students differ in their view of school leadership? Do students see any key differences between male and female leaders?

The results tend to reflect common stereotypes. Male leaders were able to communicate easily because they were outgoing, honest, and open about opinions and views on learning and life. Student participants' perceptions of women leaders varied. Female administrators tend to be firm and maintain control of students, which made them less personable and less likely to show compassion to

the students. Yet, other female teacher leaders received greater respect and were easy to approach because they showed concern for the students' education and well-being. There were more instances of interactions and were more available to students. It was pointed out by student participants that leadership was dependent on personality and attitude. However, if the leader had the essential qualities that were supplied by students and literature then those leaders could be effective in their roles. Therefore, their position or their gender should not matter, yet this was not the case.

4. How do public and separate [Catholic] secondary school students compare in their expectations of the roles of leaders?

In the Catholic school system, faith plays a big part. This includes prayers in the morning, prayer services, retreats, masses, symbols displayed (e.g. crucifix), and religion classes, etc. However, student participants' comments did not reflect on this aspect of their schooling when talking about leaders. Yet, if we look into their responses and comments they said, we notice important values that they hold. These values fall under Catholicity. Values such as compassion, trust, respect, and acceptance were important to the students and they wanted to see leaders exhibit these values. These values were mentioned by student participants of both systems – public and catholic.

5. Based on the findings, what should school leaders know about student perceptions of school leadership?

The student participants in this study wanted to see more adults in their school step up to take on leadership positions. Some educators stay behind the

scenes and seldom participate in the life of the school. The student participants want leaders to be instrumental in their development by becoming active within the school. This allows more interaction with students. Individuals who placed students first and attempt to maintain the students' best interests when making decisions were seen as school leaders.

Media has portrayed leaders in films and there were ten films selected for analysis. Students felt the characters, of the films they had viewed, were indeed leaders; however, they exhibited leadership in different ways. A few key areas included displaying a positive attitude, find a variety of ways to get students to learn and achieve success, maintaining discipline in the school as well as showing concern for students' feelings, and open to hearing students' views.

CHAPTER SIX

Educational Significance

The results from this research study provided insight for future and current leaders in secondary schools. These findings promise to help those who aspire to be effective and influential in their respective leadership roles. Because student participants were on the "receiving end" of educators, they have a unique insight about which leaders were most influential and why they were influential.

All educators must strive to be successful leaders for the sake of the students. As educators, their focus is student success. They must not be self-absorbed and unwilling to deal with students in any other capacity than teaching the curriculum. This point was made by two student participants who were upset about their schooling experiences. They commented that there were no individuals in their schools who they perceived as leaders. This feeling was unfortunate.

Because secondary school students spend large amounts of time in classrooms, teachers have unique opportunities for leadership with students. The continued, day-to-day presence of teachers, in the minds of the students in this study, made teachers true leaders in schools. One general finding of this study was that students tended to equate leadership with relationship. Therefore, most student participants felt that teachers were the true leaders of the schools; and, in fact, held far greater leadership roles than the administrators – especially administrators who tended not to be present to the students' eyes within the school or who were not interested in establishing relationships.

The student participants in this study believed administrators needed to make a greater effort to lead larger groups. Clearly, one important element was to know students on a personal basis and thus, assume a more instrumental influence on student lives. The students need for interaction was crucial. Such interactions could occur in various settings – hallways, cafeteria, classrooms, extracurricular activities, special events, and even in the neighbourhood. Research data collected from participants of this study suggest that school leaders should work as closely and personally with students as possible. Student participants hoped to be encouraged to reach their full potential. They desired that leaders advise and assist them until they accomplish goals, and they do not want leaders to give up on them. One female participant pointed out that leaders needed to "Help each student as an individual. Do not just help the unwilling students but help the willing as well."

For students in this study, leaders can do this only if they know what students want and need and if they act accordingly. This finding encompassed learning school materials and personal needs. It was important that a leader was knowledgeable about a subject, energetic about learning, organized, clear oral communication skills, and knew the individuals who were being led. A leader who interacted with and developed a good rapport with students was able to gain student respect. One student in this study stated that leaders "motivate, inspire as well as educate." As a result, "students would have a burning desire to go out into the world and make a difference" just like leaders in their secondary schools made a difference in their lives.

An important distinction about leadership and being in a position of control (power) was made by a female participant when she said,

> A good leader was a motivator and an inspirer. An often misinterpreted part of leadership was telling people what to do. It was easier to yell and tell someone what to do rather than to inspire him or her to do it. The real leaders rose to the occasion of every challenge presented to them. A good leader was personable, clearly communicated, and adapted to any changes.

High school was certainly a different environment from the university and college settings as noted by those student participants presently attending post-secondary institutions. Student participants who had completed secondary school also had unique insights about school leadership. One female participant stated, There were many good leaders and I miss the secondary school life tremendously. They were always there and always motivated us to be more than we were. In university, I do not have a special bond with my professors, so it is a different atmosphere. One that is very impersonal. I wish that this was not the case.

Many student participants pointed out that they received a strong foundation and a positive high school experience. As a result of this "leadership," they were better prepared for post-secondary education and the workplace. This group or participants believed leaders needed to find many ways to provide students with the best possible school experience. The study suggests that school leaders do in the school does not go unnoticed. Student participants noted that they appreciated the efforts leaders made for them. One male student participant

offered this comment, "I think that teachers and principals should keep doing their 'thing.' They are not always getting enough credit for the hard work they do and I want to applaud them for putting up with high school students." Perhaps, the student overstated. Most educators do not think in terms of, "putting up" with students as much as working, guiding, and helping them in the learning process.

Student participants noted that they wanted educators to show them available opportunities. Student participants valued the external motivation leaders provided and specifically wanted to be pushed to achieve "what was best for us and what we could do best for ourselves." One female participant recommended that school staff be leaders because students needed to follow their strides. She saw staff as separate groups with different agendas, which caused friction and tension within the school. Student participants noted that true leader cannot do everything alone. Instead, leaders must work collaboratively and cooperatively with others. Students appreciated it when the school staff worked as a team to make uniform decisions that benefited the school community.

Student participants noted that they needed leaders to be good role models. Student participants viewed the role of educators similar to the responsibilities of parents. This role included providing a solid education and a role models for students. In a way, students (teenagers) reported that they acted the way they did in response to the actions of school leaders (adults). "If someone did not care, then why should the students care?" Thus, if a leader showed respect and compassion for students, students returned the favour. This "give and take" relationship is one where both parties benefit.

Student participants felt that leaders needed to lead as a way to directly affect student learning. They realized that leaders, such as the principal, needed to manage the school as an organization and were responsible for tasks beyond the school environment. These tasks included media and contact with the school board. From this perspective, the principal performed the management duties of a business. However, lasting impact came from leaders with whom student participants interacted on a regular basis. These interactions took place in the hallways, cafeteria, classrooms, after school activities, special events, and the playing field. Student participants viewed the school as a "people place" and the job of a school leader as leading people instead of organizations.

Student participants wanted to succeed in their courses and be exposed to a variety of activities and people over their four years of secondary school. These activities, they believed, prepared them for life beyond school walls. One male student participant added that he did not know what to expect when entering in grade 9, but he hoped, he would leave the secondary school years later and be prepared for his future. Time will tell whether this is the case. This student participant commented that he felt that he was prepared for university, which he is presently attending.

This study suggests that secondary schools and the leaders within them are able to positively affect students. Student participants stated that most educators simply prepared them by teaching the curriculum; however, others taught them proper behaviour and even others taught them important values and life lessons. A combination of these elements seemed to help create well-rounded students

who were confident about the future. Most student participants felt that their secondary school helped give them confidence for the future. Yet, a few student participants felt ill-equipped when they left school. These student participants did not feel led instead, they felt isolated and unimportant. They felt they would have to work harder to catch up to other students. They believed leaders needed to ensure that other students would not fall into this category.

My belief, when I began this study, was that by grade twelve students had started to take on their own beliefs, become more independent and make their own choices. Adults in their life played a key part in that growing. Conducting this study enabled students to comment on adults in their lives who were instrumental in their development. This study helped leaders better understand what student's value and what they find important in their schools. The study helps leaders find practical advice from student participants. This advice helps leaders discover how to better connect students and have a greater positive effect on them. Motivation in the learning process, availability beyond school hours, a focus on interaction, and teaching knowledge and values were key areas student participants noted school leaders should strive to be more effective.

The findings of this study are useful as ways to help school leaders know what students want, need, and prefer in their secondary education. Leaders need to adjust their leadership techniques to have a greater impact on the school. Actions and words are noticed within a school. A leader needs to remember that students are looking for role models.

I conducted this study to give students voice. One student participant's comments were particularly interesting. She spoke about how good leaders influenced her schooling when she said, "They provided us a powerful voice and showed us that we do matter in this world." Her comments were repeated in this study. Empowering the voices of students makes their voices matter. Students noted that, during the secondary school years, leaders helped prepare them for the next stages of their lives. Student participants commented that they believed school leaders needed faith in the youth of today as leaders of the future. This faith was crucial so that students followed paths to success.

Personal Reflections and Insights

I began my Doctor of Education degree with a hope that I could do something meaningful to me as an educator as well as significant to other educators in the secondary school system. I have heard it stated that, "Theory without practice is dead. Practice without theory is blind." I gained insights from theoretical frameworks and applied them to practical situations in teaching. This research, I trust, contributes to the existing body of knowledge on this topic. Through my research studies, I highlighted the positive impacts leaders have upon senior students in the secondary system. Keeping in mind, there was no simple recipe or blue print for educators to become effective leaders in the school. An individual must have a full and rich "leadership repertoire" (Teschke, 1995, p. 9). This undoubtedly led to greater influence on a larger group of people.

Students live in a changing world. Because of these constant changes, students "need access to new knowledge, skills, and values to be successful"

(Smith & Ross, 2001, p. 7). Haberman contended that, "Successful schools share a number of attributes – good leadership, a common vision that makes a climate of learning the highest priority, teachers who use best practices, an effective accountability system and parent involvement" (2004, p. 52). My hope was that schools strived to be successful institutions that harbour these attributes so that its students had a positive secondary school experience. As part of that institution, I want students to leave the school system and do great things in life.

This study showed what students consider leadership to be in their former secondary schools. Langstaff (2003) pointed out that "Good leadership creates the generative space for individuals to contribute to a common shared vision" (p. 2). Those in a school must share common goals, such as giving the students a good education by improving learning, if this vision is to be achieved. As mentioned by students, great leader have exemplary traits and qualities that set them apart from others because these individuals live out their values, practice what they preach, and "walk the talk" (Abrashoff, 2004, p. 3). School leaders must have distinct plans to improve the learning in a school and be able to get others to feel the same so that, together, they might implement a course of action (Smith & Andrews, 1989). Notable leaders made a difference – no matter where these people were located.

For all the difficulties and challenges in the teaching profession, it is worthwhile to be an educator who leads others whether it is students or colleagues. A leader leaves a positive lasting impression. An educator in my previous study stated, "this profession offers a means to make a difference, to see

growth, to experience the personal and academic blossom of young people on the verge of adulthood" (Brode, 2003, p. 33). Being leaders in our schools models leadership for the students. Students benefited greatly from teacher and principal leaders as they both involved students' learning and well-being. Moreover, Connors claimed that "Educators can make or break a child's day and ultimately impact their future" (2000, p. 12). This was certainly the case in this study.

As was stated earlier, leaders who had great power and influence over others guide them down a certain path. This path was one that would lead to success. In this study, a good leader was seen to assist students through their relationships and presence so that these student participants did well in school, in work, and in life. In the teaching profession, "We need teachers [and principals] who teach with both their hearts and their heads, who care about students and don't despair about curriculum" (Gavin, 2001). Thus, the truly great leaders lived on in the hearts and minds of students as they could "never tell where [their] influence stops" (Henry Adams). My study suggests that such leadership is lasting – at least in the short term. Students are influenced by school leaders and do not forget their influence upon their lives. Some student participants in this study remembered and spoke of leaders from their grade 9 or 10 years, while others reflected on recent educators who were leaders.

The findings of my study echo the readings I have done to prepare for this work. For example, in *Principals Can Make a Difference* (1994), one female principal stated that,

> I'm sure that most principals do all the things I do; I just feel strongly that my greatest responsibility is to ensure that every child whose life I touch knows that he or she is a worthy individual who will work hard, will get smarter, and lead a productive, happy life. Kids are what education is all about. (Joekel, Wendel & Hoke, 1994, p. 35)

A true leader got results and ultimately, had a definite impact on the school even if a leader left the school because he/she helped build a strong foundation (Hargreaves & Fink, 2004). Unfortunately, high school students do not believe that such leadership is always present in schools. In this study, student participants mentioned that some individuals in positions of power who were not missed when they transferred out of the school. Hopefully, this is a rare occurrence in schools in upcoming years. Research cited that, "Strong instructional leadership by a principal with vision is the single most critical component of a successful, effective school" (Davis & Thomas, 1989, p. 39). It was believed that one person could have the knowledge and foresight to get others to pursue a particular vision to build a better school. This sentiment might be twenty years old, but there is no doubt that strong leadership can improve the school experience for students such as those who participated in this study.

As indicated, typically school leadership has been seen to revolve around the work of the principal. Student participants noted that the principal, if he or she was not physically present in the daily lives of the students, did not assume effective leadership. Instead, it was those teachers who built relationships who had the biggest single leadership impact on students. However difficult it might

be, there are successful schools that thrive even though there is a poor administrative leader in charge. Teacher leadership amongst the staff can make up for this ineffective leader. Student participants emphasized that teachers were truly the leaders in their secondary schools. Therefore, to these student participants, teachers provided this leadership, which is based on close personal relationships that they were formed with their students (Waldron, Collie, & Davies, 1999, p. 142). Yet, Young & Levin believed "A vision of the good school is intimately connected with a vision of the good society and the good life" (2002, p. 20).

The findings of this study suggest that students see school leadership through their own eyes of a school as a place where people (students and teachers) come together to prepare for a specific goal (preparation for the future). This preparation for the future might be as short term as success in the next level of schooling or sustained success in life. My student participants suggested that the school leadership they valued was found in the strong relationships between students and teachers. Unfortunately, student participants indicated there were only a select few where a strong relationship was formed. Despite the fact, that they will encounter more than 40 educators over the course of their four years. Principals were not exempt from this leadership, but needed to be present to be effective. Student participants also seemed to report different gender expectations between male and female teachers – expectations that seemed to correspond to age-old societal stereotypes. They also seemed to narrowly construct school leadership as "leadership of people" and not leadership of organizations. They did

note that principals had a school to run, but seemed not to value this in a personal way. Some student participants felt that decisions made by the principal were not in consultation with students and this was unacceptable in their minds. Students would be directly affected by changes and therefore they wanted leaders to listen to them and take their opinions into consideration. Finally, student participants from public schools and from Catholic schools did not report differences that could be attributed to faith-based actions of school leaders.

Smith & Ross (2001) stated that the main goal of the Ontario's publicly funded school system (e.g. Catholic and Public schools) was to ensure that students get "the best possible education" (p. 14). Students deserved to have a solid educational foundation before they entered the work place. As educators, we wanted our students to "achieve results in school, learn basic knowledge and important values, and enjoy a good, prosperous life." Student participants shared these same goals. Students in this study wanted to be successful in life and "Be somebody great in this world" (Franco, 1999). As educators, "Our leadership must invite, inspire and accompany young people in their learning, in their process of becoming" (Waldron, Collie, & Davies, 1999, p. 141). Sewell stated it best "As principals, administrative, and teacher leaders we must step out of the role of manager and into leadership…We must exemplify the characteristics that make schools strong as we go the extra mile it takes to lead schools [and students] to success" (2003, p. 55). Ultimately, students reap the benefits for years to come.

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APPENDIX A

Model Chart: Participant Breakdown

NOTE: Board 1 = Catholic Board 2 = Public
U = University C = College Work = Workplace

Student #	Gender	Board #1 or 2	School Stream	After School Route
1.	Female	1	University	U
2.	F	1	U	U
3.	Male	1	U	U
4.	M	1	U	College
5.	M	1	UC	U
6.	F	1	C	C
7.	F	1	U	U
8.	M	1	C	C
9.	F	1	C	C
10.	M	1	C	Work
11.	F	1	C	Work
12.	F	1	U	U
13.	F	1	C	C
14.	F	1	U	U
15.	F	1	C	C
16.	F	1	C	C
17.	F	2	U	U
18.	F	2	U	U
19.	F	2	U	U
20.	M	2	U	U
21.	M	2	U	U
22.	F	2	C	C
23.	F	2	C	C
24.	F	2	C	C
25.	F	2	C	C
26.	M	2	U	U
27.	M	2	U	U
28.	M	2	U	C
29.	F	2	C	Work
30.	F	2	C	C
31.	M	2	U	U
32.	F	2	U	U
33.	F	2	C	Work
34.	F	2	C	C
35.	M	2	U	U
36.	M	2	C	C

APPENDIX B

School Board
Address, City, Province
Telephone number, Fax number

Month, Day, 2004

Dear Sir/Madam:

I would like to take this opportunity to introduce myself. I am presently a secondary school teacher in Windsor, Ontario. At this time, I am also graduate student in the Secondary Education department at the University of Alberta. I am currently working on my Doctor of Education proposal. The title of my dissertation is, *Secondary Schools through the Eyes of Senior Students: Perceptions of Leadership.* I am writing this letter to make you aware of my study and ask permission to have students in your school board as participants in my project.

Each participant in this study will be asked to sign an informed consent form. The participants will be then involved in the following activities. Each of the four questionnaires will take 10 to 15 minutes of the student's time. Each of the four interviews will last approximately 20 minutes.

I would like to study the leadership roles of teachers and principals of grades 9 to 12 students in both the public and separate educational systems. I would like to interview grade 12 students in your school board. I would also like to distribute surveys and conduct interviews with a selected group of students in your school system so I can better understand how the roles of these individuals compare to the other school systems.

You have my assurance that the content of my discussions with the students in your care will be held in confidence and will only be used for research purposes and writing based on the research. Any references in the form of dialogue, discussion or story will remain anonymous in the written text of this study. Participation in this research project is voluntary. Participants have the option of opting out of this research project at any time.

There will be no deception used in this study. Anonymity and confidentiality of the participants of all participants are assured. I will ensure that every participant's privacy is maintained in the data of my final report on this study.

The data collected in this study will be kept in my possession for 5 years after the study is complete and then the material will be destroyed.

I would greatly appreciate your participation in this research. I have attached copies of the surveys and the interviews for your perusal. If you have questions or concerns, please contact me by telephone or email. Once again, thank you for your valuable participation in this research project. I trust that its findings will be of interest to educators at all levels.

Sincerely,

Alice Brode, B. A., B. Ed., & M. Ed. (Researcher) 519-727-5316 abrode@ualberta.ca

"This study has been reviewed and approved by the Research Ethics Board of the Faculties of Education and Extension at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the Research Ethics Board at (780) 492-3751."

APPENDIX C

Letter of Invitation to Students

Thesis Participant

Month, Day, Year

Dear Student:

I would like to take this opportunity to introduce myself. I am presently a secondary school English teacher in Windsor, Ontario. At the present time, I am also graduate student in the Secondary Education department at the University of Alberta. I am currently working on my Doctor of Education proposal. The title of my dissertation is, *Secondary Schools through the Eyes of Senior Students: Perceptions of Leadership.* I am writing this letter to make you aware of my study and to obtain your consent to participate in a research subject.

I am conducting this research to study the leadership roles of teachers and principals of grades 9 to 12 students in both public and separate educational systems. I would like to learn about your experiences in your educational system. In addition, I want to obtain your views on what you consider to be the role and signs of an effective leader in the secondary setting.

Your participation in this research project is voluntary. You have the option of opting out at any time, during this research project, without consequences. Your anonymity and confidentiality are assured. Deception will not be used in this study. I will be using the data in my final report on this research project. Any information given in this report, I will ensure your privacy is upheld. Your anonymity as a participant in my research is assured through the use of a pseudonym. The data from this project will remain confidential for 5 years after the study has been conducted, and then the material will be destroyed.

I would greatly appreciate your participation in this research. You will be asked to give your permission to be involved in the following activities. The surveys will take 10 to 15 minutes of your time. Each of the four interviews will be approximately 20 minutes of your time.

If you have questions or concerns, please contact me by phone or email. Once again, thank you for your valuable participation in this research project. I trust that its findings will be of interest to educators at all levels.

Sincerely,

Alice Brode, B. A., B. Ed., & M. Ed. (Researcher)
519-727-5316 abrode@ualberta.ca

"This study has been reviewed and approved by the Research Ethics Board of the Faculties of Education and Extension at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the Research Ethics Board at (780) 492-3751."

APPENDIX D

Letter of Invitation to Parents

Month, Day, Year

Dear Parents:

I am presently a secondary school teacher in Southwestern Ontario. At this time, I am also graduate student in the Secondary Education department at the University of Alberta. I am currently working on my Doctor of Education proposal. The title of my dissertation is, *Secondary Schools through the Eyes of Senior Students: Perceptions of Leadership.* I am writing this letter to make you aware of my study and ask permission to have your child participate in this research.

Each participant in this study will be asked to sign an informed consent form. The participants will be then involved in the following activities. Each questionnaire will take 10 to 15 minutes of the student's time. Each of the four interviews will last approximately 20 minutes. The surveys will allow the child to think and record their views on my research topic. In addition, the interviews will engage your child in conversation that may shed light on the topic of this study.

I would like to study the leadership roles of teachers and principals of grades 9 to 12 students in both the public and separate educational systems. I would also like to distribute surveys and conduct interviews with your child. Participation in this research project is voluntary. Participants have the option of opting out of this research project at any time. There will be no deception used in this study. Anonymity and confidentiality of the participants are assured. I will be using the data in my final report on this study. Any information given in this report, I will ensure that every participant's privacy is upheld. The data collected in this study will be kept in my possession for 5 years after the study is complete and then the material will be destroyed.

I would greatly appreciate your child's participation in this research. You have my assurance that the content of my discussions with the child in your care will be held in confidence and will only be used for research purposes and writing based on the research. Any references in the form of dialogue, discussion or story will remain anonymous in the written text of this study. Your child's identity as a participant in this study will be assured through the use of a pseudonym. You will also be given the opportunity to see how any material from the interview may be integrated into the dissertation, and will have the chance to request revisions, deletions and other changes in this context. After the research project and its attendant writing are completed, any remaining record of the interview will be destroyed or erased.

I have attached copies of the surveys and the interviews for your perusal. If you have any concerns or questions, please contact me by phone at 519-727-5316 or by e-mail at abrode@ualberta.ca. Once again, thank you and your child's valuable cooperation with this research project. I trust that its findings will be of interest to educators at all levels.

Sincerely,

Alice Brode, B. A., B. Ed., & M. Ed. (Researcher)
519-727-5316 abrode@ualberta.ca

"This study has been reviewed and approved by the Research Ethics Board of the Faculties of Education and Extension at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the Research Ethics Board at (780) 492-3751."

APPENDIX E

Thesis Consent Form

Project Title:

Secondary Schools through the Eyes of Senior Students: Perceptions of Leadership

MS. A. BRODE, Ed. D. student,
UNIVERSITY OF ALBERTA

Student Voluntary Involvement Consent Form

The undersigned individual gives his/her permission to participate in this research study of Leadership in Secondary Schools. This document will remain confidential.

Name: _____ **Date:** _____

You will be involved in the following Participant Activities:

Questionnaires/Surveys **&** **Interviews**

- Information about this research project can be found at the following site: http://www3.sympatico.ca/atoz123/atoz123/thesis.htm
- Any clarification on this survey, please contact Ms. A. Brode at: abrode@ualberta.ca or 519-727-5316.

"This study has been reviewed and approved by the Research Ethics Board of the Faculties of Education and Extension at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the Research Ethics Board at (780) 492-3751."

APPENDIX F

Parent Voluntary Involvement Consent Form

Project Title:

Secondary Schools through the Eyes of Senior Students: Perceptions of Leadership

Dear Parents/Guardians

Please circle Yes or No to ONE of the following statements and please provide your signature.

Yes, I give my son/daughter permission to participate in the surveys.

Signature: _____

Yes, I give my son/daughter to participate in the interviews, as well as the surveys.

Signature: _____

No, I do not want my son/daughter participating in the surveys or the interviews.

Signature: _____

- Information about this research project can be found at the following site: http://www3.sympatico.ca/atoz123/atoz123/thesis.htm
- Any clarification on this survey, please contact Ms. A. Brode at: abrode@ualberta.ca or 519-727-5316.

"This study has been reviewed and approved by the Research Ethics Board of the Faculties of Education and Extension at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the Research Ethics Board at (780) 492-3751."

APPENDIX G

SESSION 1 -- First Meeting With Grade 12 Students

I introduced myself. I explained my project and its purpose. I went over the participants' involvement in the study. I provided each student my contact numbers just in case they have additional concerns or questions. I provided a timeline stating contacting times. The permission forms handed out. If a student wanted to participate in the study then he/she signed a permission form and handed it back to me.

Students then completed an information file form. This provided me background and contact information about the participants. Then, the students completed the first questionnaire.

SESSION 1 -- The Discussion at First Meeting

This survey's purpose was to get the students thinking about teachers and leadership. Students filled out the questionnaire and a discussion followed.

Questions asked:

- Briefly describe the person you evaluated for this questionnaire.
- Do you feel any of the 30 statements are absolutely necessary attributes for teachers? Why?
- Any there any attributes not necessary?
- Are there any other statements that you would add to this list? Explain.
- Are there any of these statements that would apply to an administrator – principal or vice principal? Why or why not?
- Any of them you would not apply to a school administrator?
- Think of an ineffective teacher and how they may not live up to these attributes.
- Are there any other comments you would like to make about leadership?

After the session, students brought the permission forms and general information to their parents. Parents were asked to sign the forms and sent them back through the mail or email.

QUESTIONNAIRE - Student Perceptions

Think of a teacher whom you consider to be a very effective teacher. For each of the following statements, please indicate "0" for never, "1" for sometimes, and "2" for often.

1. My teacher enjoys teaching.
2. My teacher keeps me interested in my school work.
3. My teacher knows what to do and how we are going to do it.
4. My teacher is friendly.
5. My teacher cares about my feelings.
6. My teacher is patient and understands me.
7. My teacher lets me know if I am behaving.
8. My teacher is polite and nice.
9. My teacher does things that keep students well-behaved.
10. My teacher is fair when students misbehave.
11. My teacher teaches in ways that help me learn.
12. My teacher uses things like charts, pictures, movies, cartoons, and music.
13. My teacher chooses books, worksheets, and other things that help me learn.
14. My teacher gives clear explanations and directions about my class work.
15. My teacher explains things again if I do not understand.
16. My teacher listens to me and uses my ideas.
17. My teacher tells me when my answers are right or wrong.
18. My teacher talks and writes so I can understand.
19. My teacher teaches things in an order that makes sense.
20. My teacher uses more than one way to teach.
21. My teacher works with large groups, small groups, and individual students.
22. My teacher gets me interested in new lessons.
23. My teacher gives me a chance to do things in this class.
24. I work or pay attention during a whole lesson.
25. My teacher does things to keep me working or paying attention during a lesson.
26. My teacher tells me why the things we learn in school are important.
27. My teacher knows a lot about what is taught in school.
28. My teacher does things like attendance and handing out papers quickly.
29. My teacher is ready to begin a new activity as soon as we finish one.
30. My teacher makes my classroom look like a nice place to learn.

Oliva, P. F. (1992). *Supervision for Today's Schools.* (4th ed). Toronto, ON: Longman. 464-467 from Georgia Department of Education. (1980). *Teacher assessment instruments: A handbook for interpretation.* Atlanta, GA: Division of Staff Development, 139-142.

APPENDIX H

SESSION 2 -- Interview 1

Project Title:

Secondary Schools through the Eyes of Senior Students: Perceptions of Leadership

Sample Questions for Semi-structured Interviews

Thesis: Ms. A. Brode, University of Alberta Ed. D. student

- During the interview, questions for the participants include the following:

Preliminary Questions:

a. Are you comfortable as a participant in this project? Why or Why not?
b. If the response is NO, then I will ask: Is there any way that I can make you feel more comfortable in this study?
c. In which school system are you presently enrolled as a secondary student?
d. Have you attended this secondary school since grade 9? If NO, what was the other school you attended – Public or Catholic?

Interview Questions:

1. What do you like about this school? Explain.
2. What is your personal definition of a "good leader"?
3. In the school system, which individuals do you consider to be leaders? Provide a list of the individuals' titles (not the people's names), and please explain your answer.
4. What makes these individuals leaders in your mind?
5. For anyone entering the field of education, what qualities does a leader need to possess and which specific traits would make a good leader? Please provide a list of qualities.
6. Did the individuals you mentioned have those qualities you suggested?
7. In what ways did these people influence you during your years at high school?
8. What positive impact do these people have on your peers and the school environment?

After the interview, the participant is thanked for his/her participation. The participant is informed that he/she will be contacted at a later date to review the summary and/or the transcript of the interview as well as to set up further interviews and survey distribution.

APPENDIX I

SESSION 2 -- Survey 1

Project Title:

Secondary Schools through the Eyes of Senior Students: Perceptions of Leadership

Questionnaire/Survey

Thesis: Ms. A. Brode, Ed. D. student at the University of Alberta

- **In addition to our interview, I would like you to complete this questionnaire. Please return this survey within three weeks via email or post.**

Part A. Circle the best answer(s) for the following questions:

a) Gender: Male Female

b) In which system are you presently enrolled as a student? RC or Public

Part B. Short Answer Questions

- What do you feel is the role of the teacher in your secondary school?

_____
_____
_____
_____
_____

- What do you feel is the role of the principal in your secondary school?

_____
_____
_____
_____
_____
_____
_____

- What is your definition of a "good leader"?

Part C. Case Study

- Think about one person, at your school, who exemplifies a good leader. I would like you to write a few paragraphs about this person that would show what type of person he/she is. Identify whether this person is a teacher, vice principal, or principal. Please provide examples to show how this individual is a leader within the school environment.

THANK YOU FOR TAKING THE TIME TO FILL OUT THIS SURVEY.

- **Information about this research project can be found at the following web site: http://www3.sympatico.ca/atoz123/atoz123/thesis.htm**

- **Any clarification on this survey, please contact Ms. A. Brode at: abrode@ualberta.ca or 519-727-5316.**

APPENDIX J

SESSION 3 -- Interview 2

Project Title:

Secondary Schools through the Eyes of Senior Students: Perceptions of Leadership

Sample Questions for Semi-structured Interviews

Thesis: Ms. A. Brode, University of Alberta Ed. D. student

- During the interview, questions for the participants include the following:

Preliminary Question

a. In which school system were you enrolled as a secondary student? Pub. or Sep.

Interview Questions:

Please think back to the teachers and principals at your former school.

1. What leadership qualities are established by a great teacher?
2. What leadership traits are established by a great principal?
3. What do you consider to be signs of a bad or poor teacher? Explain.
4. What do you consider to be signs of a bad or poor principal? Explain.
5. What do you consider to be a poor leader? Explain.
6. What type of impact did this have on you and the school to have poor educators at your school?
7. How did you handle the people you saw as bad or poor educators?
8. What advice do you give to those bad or poor educators so that they could become better educators, possibly leaders?
9. Do you have any other comments you would like to make about leadership?

After the interview, the participant is thanked for his/her participation. The participant is informed that he/she will be contacted at a later date to review the summary and/or the transcript of the interview as well as to set up further interviews and survey distribution.

APPENDIX K

SESSION 3 -- FINAL Survey

Project Title: ***Secondary Schools through the Eyes of Senior Students: Perceptions of Leadership***

Thesis: **Ms. A. Brode, Ed. D. student at the University of Alberta**

- **PLEASE RETURN THIS SURVEY WITHIN 3 WEEKS**

Part A. Circle the best answer(s) for the following questions:

a) Gender: Male Female
b) Did you graduate in June 2005? Yes or No?
c) If yes, which school system did you graduate from? Public or Separate?
d) Are you presently a student? Yes or No?
e) If so, what type of student? High School or University or College?

Part B. Questions. Please answer the following questions.

1. a) Think about those individuals in administrative positions at your former secondary school (ie. Principal and/or vice-principal). What do feel are the most important qualities these individuals must have in order to be viewed as leaders? Please rank the following with 1 being the highest to 12 being the lowest. If there are any traits you do not agree with, just cross it out.

Professional	Disciplinarian
Fairness	Has a vision for the school
Visible in the school	Honesty &Trustworthy
Communicates objectives	Can make decisions
Good listener	Establishes Objective
Open minded	Positive attitude

b) Are there any other qualities that you feel have been left off this list? Please list them.

---

2. a) Think about the teachers at your former school. What do feel are the most important qualities that these teachers need to possess in order to be viewed as leaders? Please rank the following with 1 being the highest to 12 being the lowest. If there are any traits you do not agree with, just cross it out.

Knowledge of material	Disciplinarian
Open and honest	Self confidence
Hard working	Professional image
Fairness	Enthusiastic about teaching
Sets good example for others	High expectations and standards
Can communicate effectively	Be active in all aspects of school life

b) Are there any other qualities that you feel have been left off this list? Please list them.

_____

Now that you have left the secondary school setting, I would like you to think back on your experiences in secondary school. Please answer the following questions.

3. What are your best memories of secondary school?

_____
_____
_____
_____

4. At your former secondary school, what values, morals, or beliefs did the teachers and administrators instill in you?

_____
_____
_____
_____

5. Who had the biggest impact on you during secondary school and how would you describe this person using only one sentence? (Provide title only. Do not mention name.)

_____
_____
_____

7. Were there enough leaders employed at your school? Please explain.

_____
_____
_____

8. Having left that institution, what are your thoughts about the leaders at your former school?

_____
_____
_____

9. How do you feel about the experiences and opportunities you were given in school?

_____
_____
_____
_____

10. Did the school (and educators) prepare you for the next stage of your life? Please explain.

11. To what extent did secondary school prepare you for success?

12. To what extent did secondary school fail you? What changes would you make?

13. Do you have any final comments or advice you would like to make to educators and/or leaders in secondary schools?

THANK YOU FOR TAKING THE TIME TO FILL OUT THIS SURVEY.

- **Information about this research project can be found at the following web site: http://www3.sympatico.ca/atoz123/atoz123/thesis.htm**
- **Any clarification on this survey, please contact Ms. A. Brode at: abrode@ualberta.ca or 519-727-5316.**

APPENDIX L

SESSION 3 – FINAL Interview

Questions for Semi-structured Interviews

Project Title:
Secondary Schools through the Eyes of Senior Students: Perceptions of Leadership

Thesis: **Ms. A. Brode, University of Alberta Ed. D. student**

- During the interview, questions for the participants include the following:

Preliminary Question:
In which school system were you enrolled as a secondary student? Public or RC

Movie Discussion:
A. From the list of 8 movies provided, which movie did you watch? If you are familiar with more than one movie then please mention the other movies as well.

1. ***Lean on Me*** – Joe Clark
2. ***Dead Poet's Society*** – John Keating
3. ***To Sir With Love*** – Mark Thackeray
4. ***Stand and Deliver*** – Jamie Escalante
5. ***Black Board Jungle*** – Richard Dadier
6. ***Dangerous Minds*** – Louanne Johnson
7. ***Mona Lisa Smile*** – Katherine Ann Willis
8. ***Mr. Holland's Opus*** – Glenn Holland

B. What was the focus of the movie? Who was the individual at the centre of this focus?

C. How was leadership demonstrated by this individual?

D. What would you consider some of these individual's strengths and weaknesses in his/her leadership style?

E. What did you take away from this movie about leadership?

Interview Questions:

Please think back to the teachers and principals at your former secondary school.

1. How do you feel about the environment of the secondary school you attended? Describe what it was like.
2. How do you feel about the secondary school education you received? Explain.

3. How do you feel about the administrators at your former school? Were they leaders of your school? Explain.

4. What leadership traits are established by a great principal? What do you consider to be signs of a bad or poor principal? Explain.

5. How do you feel about the teachers at your former school? Were they considered leaders of your school? Explain.

6. What leadership qualities are established by a great teacher? What do you consider to be signs of a bad or poor teacher? Explain.

7. What do you consider to be a poor leader and what sort of impact did this have on you and the school to have poor educators at your school? Explain.

8. How did you handle the people you saw as bad or poor educators?

9. What advice do you give to those bad or poor educators so that they could become better educators, possibly leaders?

10. Now think of the male leaders in your school. Who are the first three individuals to come to mind? Mention the title only and not the name of the person.

11. What makes these males good leaders? Give examples of their character and effectiveness as educators.

12. Think about the female leaders in your school. Who are the first three individuals to come to mind? Mention the title only and not the name of the person.

13. What makes these females good leaders? Give examples of their character and effectiveness as educators.

14. Do you see any key differences between male and female leaders in the school system? Explain.

15. If the student identifies any differences in the previous question, students will be asked the following question: Do these differences have an impact on the effectiveness of the leader? How? Explain.

16. Are there any others comments you would like to add to this discussion?

After the interview, the participant is thanked for his/her participation. The participant is informed that he/she will be contacted at a later date to review the summary and/or the transcript of the interview as well as to set up further interviews and survey distribution.

APPENDIX M

Research Assistant/Transcriber Confidentiality Agreement

Thesis: Ms. A. Brode, Ed. D. student at the University of Alberta

Project Title:

Secondary Schools through the Eyes of Senior Students: Perceptions of Leadership

I, _____, the Research Assistant/Transcriber, agree to:

1. Keep all the research information shared with me confidential by not discussing or sharing the research information in any form or format (eg., disks, tapes, transcripts) with anyone other than the Researcher.

2. Keep all research information in any form or format (eg., disks, tapes, transcripts) secure while it is in my possession.

3. Return all research information in any form or format (eg., disks, tapes, transcripts) to the Researcher when I have completed the research tasks.

4. After consulting with the Researcher erase or destroy all research information in any form or format regarding this research project that is not returnable to the Researcher (for example., information stored on a computer hard drive).

Research Assistant/Transcriber

_____	_____	_____
(print name)	(signature)	(date)

Researcher

_____	_____	_____
(print name)	(signature)	(date)

APPENDIX N

Information Chart for Participants

Name: _____ Participant Code: _____

School: _____

Contact information: _____

_____

_____

Present Grade: _____

Names of Courses during the Current Year (2005):

Overall GPA: _____

School Activities:

Outside School Activities:

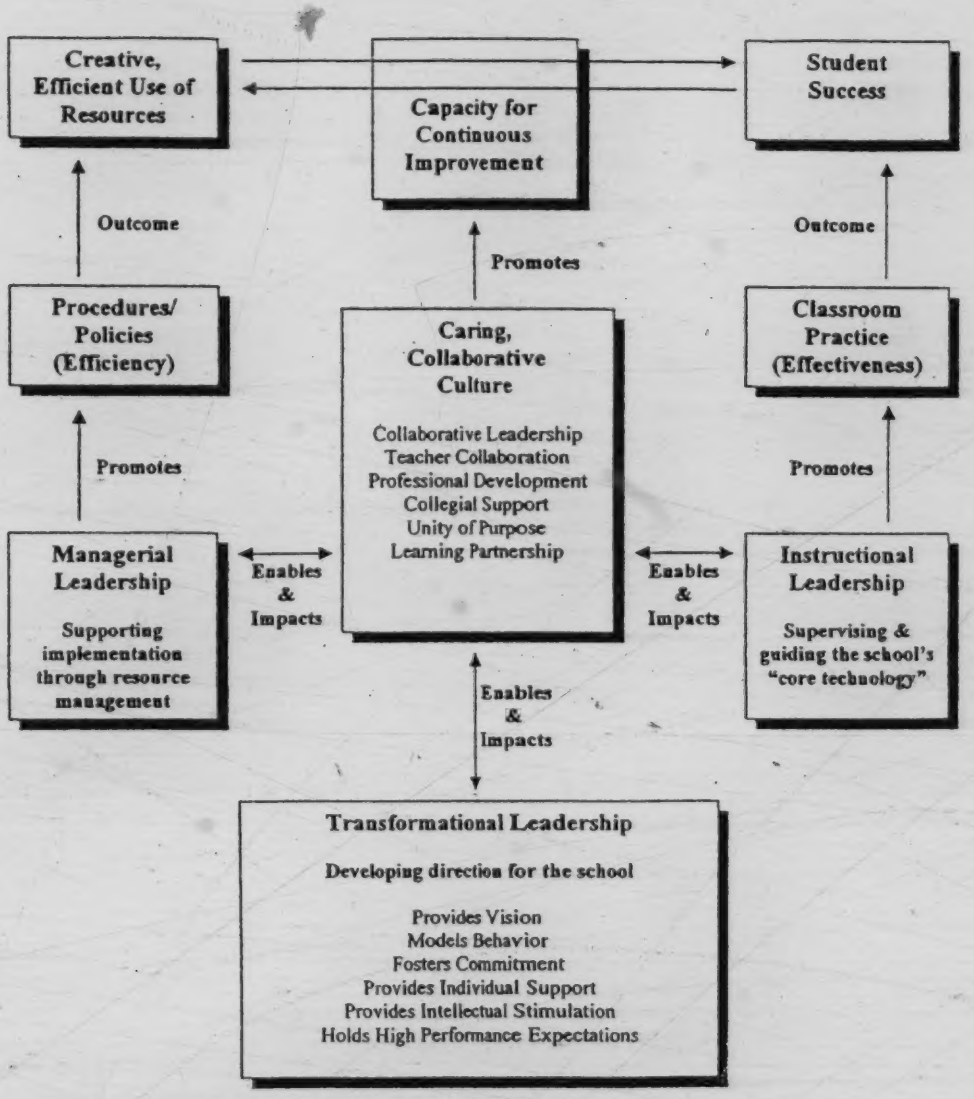
Interests:

Future Plans:

Interest in Research Study:

APPENDIX O

Three Models of Leadership Chart



Miles, M., Lucas, S., & Valentine, J. (2001, November). *A comprehensive model for middle school leadership*. Columbia, MO: University of Missouri-Columbia.

APPENDIX P

A Tribute to Teachers

By Jessica Sarkis. (2001). Former Alternate Student Trustee

It is 7 a.m., my alarm has rung,
Another school day to complete,
I put on my clothes, put on my shoes,
Grab my bag and some food to eat.

I go to class with my homework not done,
My teacher asks why it is late,
She again gives me some extra time,
I think "Oh now this is great."

I go back home at the end of the day,
And stay up until about ten,
My sister walks into my room and says,
"Your homework's not done again?"

I admitted I had been lazy,
Yet she gave me an extra hand,
I asked her why she was helping me,
She said "someday you'll understand".

The next day I brought my assignment
To my teacher who said "thank you"
I thought that this was really odd,
Because who should be thanking who?

Until that day, I didn't understand,
What our teachers really do,
But things all changed when my sister Rach
Became a teacher too.

They lead us by example,
They practice what they preach.
They are always in to what they do,
You can tell they love to teach.

They are always willing to help,
And go way beyond their call.

They make you feel really great,
And pick you up when you're ready to fall.

Some are awfully witty,
But all are so sincere,
There isn't one who hasn't said
"I'm so lucky to be here."

Some are awfully witty,
But all are so sincere,
There isn't one who hasn't said
"I'm so lucky to be here."

They are always so concerned,
They remind us of our folks
And when we really need a laugh,
They'll crack a couple jokes.

So when I pass them in the halls,
And give my friendly nod,
I will always remember, deep down in my heart,
That they're truly a gift from God.

Good day to you all.

Moher, M. (2001). Director's memo #17: World teachers' day. *Windsor-Essex Catholic District School Board (WECDSB).* Retrieved September 27, 2004, from http://www.wecdsb.on.ca/html/dmemo17.html p. 2.

APPENDIX Q

A Teacher's Prayer

I want to teach my students how
To live this life on earth
To face its struggles and its strife
And to improve their worth
Not just the lesson in a book
Or how the rivers flow
But how to choose the proper path
Wherever they may go
To understand eternal truth
And know the right from wrong
And gather all the beauty of
A flower and a song
For if I help the world to grow
In wisdom and in grace
Then I shall feel that I have won
And I have filled my place
And so I ask Your guidance, God
That I may do my part
For character and confidence
And happiness of heart.

Kalman, B. (1991). *Early Schools*. Toronto, ON: Crabtree Publishing Company. 39.

APPENDIX R

Persona of a Leader

Inspires confidence
Undermines despair
Fights fear
Initiates positive actions
Lights the candles
Defines the goals
Paints brighter tomorrows
A willingness to do things others are less willing to do
A linchpin between the organization and the community
Cheerleader, encourager and supporter
Craft visions and empower others
Champion against spirit-polluting cynicism
Proactive and pioneering spirit
Credible – "If you don't believe the messenger, you won't believe the message"
Leaders have their head in the clouds and their feet on the ground
Clarity of personal values
It wasn't me – it was us
Fostering collaboration
The legacy you leave is the life you lead (Ghandi – "My life is its own message")
Walk the talk
Do what you say you will
Leadership is not a place – it is a process
Leadership is an observable, learnable set of practices
Adaptability
Fosters relationships
Politically astute
Ability to think strategically
Orientation toward the future
Strong convictions
Leaders lead change
Personal, persuasive communication
Distinguishes between right and wrong, wisdom and foolishness
Strikingly knowledgeable about the larger picture
Lateral, global and panoramic thinkers
Pathfinding, Aligning, Empowering
Challenge the status quo and take risks
Facilitator, Appraiser, Forecaster, Adviser, Enabler
Perpetual Learner
Leaders are bridges that connect people to the future
Hear + Art = *Heart*
Performance requires leaders to rely on the capacities and insights of other people
Infectious curiosity, a good memory
Ability to make followers feel good about themselves
Effective leaders are persuasive

University of Western Ontario. (July 2005). *Persona of a leader*. Principal. Qualification Program, Part 2 course materials. London: UWO.

APPENDIX S

Timeline for Program and Research Study

September 2003 – Commenced coursework part-time for Doctor of Education

December 2003 – Began writing the Research Ethics Board (REB) Proposal

January 2003 – Began full-time coursework (12 month Residency begins)

January to February 2004 – Supervisor read and approved REB Proposal

March 2004 – Proposal Submitted to REB for Approval

April 2004 – REB Approved Research Proposal

April 2004 to November 2004 – Reviewed Literature for Proposal

June 2004 to September 2004 – Submitted study to two school boards for approval

May to July 2004 – Full-time coursework continued

July 2004 – Board 1 - Catholic Approved proposal

August 2004 – Sent out invitations to secondary schools in Board 1 and three secondary school principals approved study

September 2004 – Board 2 - Public Approved proposal

October 2004 –Sent out invitations to secondary schools in Board 2 and four school principals approved study

September 2004 to December 2004 – Sent out invitation letters to students in both boards who were interested in participating in the study

December 2004 – Completed coursework for Ed. D. (12 month Residency ends)

January 14th, 2005 – Passed Oral Candidacy Exam

January 2005 to February 2005 – Initial Meeting With Students: Organized and analyzed findings after interviews and surveys with cohort of 36 students.

Ongoing – January 2005 to February 2006 – Organized and analyzed findings after each set of interviews and surveys

Summer 2005 – Began to write dissertation; Supervisor proofread my thesis over the course of the year

May to June 2005 – Second Meeting With Students: Conducted interviews with the cohort of students and also sent out questionnaires to students

October 2005 to November 2005 – Third and Final Meeting With Students: Conducted final interviews (some were phone interviews) with cohort who had graduated secondary school a few months prior. Final survey was sent to the students

August 25th, 2006 – Passed Oral Defense of Dissertation

August 2006 – Submission of dissertation to FGSR & Apply for graduation

November 2006 – Convocation for Doctor of Education

Fall 2006 to Winter 2007 – Write and submit articles to professional magazines and scholarly journals

Vita Auctoris

Alice Katherine Louise Brode, daughter of Mr. Michael Brode and the late Mrs. Carol Brode, and also Mrs. Linda Patrick and husband Mr. Glenn Patrick, was born on December 10, 1976, in Windsor, Ontario. She completed her elementary education at St. William School in Emeryville, Ontario, and her secondary education at St. Anne High School in Tecumseh, Ontario. Alice graduated from the University of Windsor in June 1998 with a Bachelor of Arts with a major in Political Science and a minor in English. In June 1999, she completed her Bachelor of Education in the Primary and Junior divisions at the University of Windsor. She began her teaching career in September 1999 and since then she has received several additional qualifications in education. In June 2003, she received her Master of Education in Secondary Education majoring in Social Studies from the University of Alberta. During her years, at the University of Alberta, she received graduate assistantships, served as a Graduate Representative on the Faculty of Education Council, worked as a researcher, and completed the University Teaching Program. In summer 2006, she defended her dissertation entitled *Secondary Schools through the Eyes of Senior Students: Perceptions of Leadership* and graduated with a Doctor of Education from the University of Alberta. She will continue to educate others in the field of education.

To view this research study, please proceed to the following web site: <http://www3.sympatico.ca/atoz123/thesis.htm>

Curriculum Vitae

Alice K. L. Brode

Email Address: abrode@ualberta.ca or abrode@hotmail.com
Online CV: <Http://www3.sympatico.ca/atoz123/atoz123/mybio.htm>

Education

- **Doctoral Candidate, Doctor of Education**, Department of Secondary Education, University of Alberta, Edmonton, AB, 2003 to 2006
  Dissertation title - *Secondary Schools through the Eyes of Senior Students: Perceptions of Leadership*
- **Master of Education**, Department of Secondary Education, Social Studies, University of Alberta, Edmonton, AB, Graduated June 2003
  Research project title - *Teacher and Principal Views of Effective Leadership in the Secondary System: A Comparison of Schools in Alberta and Ontario*
- **Bachelor of Education**, Primary and Junior Divisions, University of Windsor, Windsor, ON, Graduated June 1999
- **Bachelor of Arts**, major Political Science; minor English, University of Windsor, Windsor, ON, Graduated June 1998
- **Ontario Secondary School Diploma (O. S. S. D.)** and **Ontario Scholar**, St. Anne High School, Tecumseh, ON, Graduated June 1994 and June 1995

Completed Graduate Level Courses for M.Ed. and Ed.D.

University of Windsor
05-80-531 Supervision and the Instructional Process
05-82-560 Politics of Education

University of Alberta
LIS 598 Special Topics: Canadian Literature for Children (online)

EDEL 595 Special Semester in Elementary Education: The Project Approach (online)

EDES 501 Olympic Pedagogy: Theory and Practice for the 21st Century
EDES 501 Internet to Engage Children in Constructive Learning
EDES 542 Resource-Based Learning (online)
EDES 545 Information Technology For Learning (online)

EDIT 535 The Internet: Communicating, Accessing, and Providing (online)

EDPS 501 Micropolitics of Education (online)
EDPS 551 Governance and Administration of Education in Canada

EDSE 501 Professional Learning Communities in Educational Settings (online)
EDSE 503 Curriculum Foundation
EDSE 504 Curriculum Inquiry
EDSE 510 Research Methods
EDSE 512 Research Project
EDSE 529 Curriculum Issues: English Language Arts
EDSE 602 Advanced Guided Independent Study: Educational Leadership Program
EDSE 602 Advanced Guided Independent Study: Concept of a Unit in Social Studies
EDSE 610 Advanced Research Seminar in Secondary Education
EDSE 900 M.Ed. Research Project
EDSE 903 Ed.D. Thesis Research

Professional and Association Memberships

- **Ontario Teaching Certificate** #422648, June 1st,1999 to present
- **Member of the Ontario English Catholic Teachers' Association (OECTA),** 1999 to present

Teaching Experience

09/05 – present, **02/05 –06/05, 09/03 – 06/04 & 09/01 – 06/02**	**FT**	**English and Yearbook Teacher,** presently teaching grade 10 academic English, grade 12 college English, and grade 11 Yearbook/Media. Also taught grade 11 university English, grade 12 university English, grade 10 applied grades 9-10 Library Remediation, and grade 9 General Learning Strategies at St. Joseph Secondary School, Windsor, ON with the Windsor-Essex Catholic District School Board (W.E.C.D.S.B.)
09/04 – 12/04	**PT**	**Primary Instructor, EDSE 373 Social Studies Minors**, taught and assessed 27 Introductory Placement Term (IPT) undergraduate students in the Faculty of Education, Department of Secondary Education, University of Alberta, Edmonton, AB

06/03 – 08/03	**FT**	**English Teacher,** taught grade 11 open studies media and 12 college courses at St. Michael's Adult Education (St. Clair College campus), W.E.C.D.S.B., Windsor, ON
09/02 – 05/03	**PT**	**University Teaching Program** for graduate students at the University of Alberta, Completed: 40 hours of Teaching and Learning Effectiveness Sessions, a Teaching Dossier, a Teaching Record Book, two microteaching classroom lessons were videotaped and evaluated, two terms of TA duties, and all Documents were evaluated by a UTS appraiser.
02/03 – 05/03	**PT**	**EDSE 501, Teacher's Assistant (TA)** with Professor Dr. Jim Parsons, Alberta Initiative for School Improvement (AISI) course, Univ. of Alberta, 10 students; Involved in weekly online discussion, found articles for the course, and responded to questions that arose in this virtual class.
10/02 – 05/03	**PT**	**Occasional/Supply Teacher grades 1 to 12** with Parkland School Division No. 70, Alberta
10/02 – 05/03	**PT**	**Occasional/Supply Teacher grades 1 to 12** with Evergreen School Division No. 2, Alberta
09/02 – 04/03	**PT**	**University Facilitator, EDFX 350/450,** Supervised 17 Student Teachers (3 APT and 14 IPT), taught introductory sessions, led weekly group meetings at the schools, visited student teachers in their classrooms, evaluated student teachers' performances when teaching at Junior High schools in Edmonton, AB, University of Alberta
09/00 – 06/01	**FT**	**English Teacher** taught grades 9 essential, applied and academic, grade 11 university, and grade 12 college at Assumption College School, Windsor, ON
02/00 – 06/00	**FT**	**Business Teacher** taught grade 10 advanced Keyboarding, grade 11 advanced Law, and grade 12 general and advanced Entrepreneurship at St. Thomas of Villanova Secondary School, LaSalle, ON
11/99 – 01/00	**PT**	**Occasional Teacher for grades Kindergarten to OAC (grade 13)** in the Windsor-Essex Catholic District School Board, Elementary and Secondary Schools, Windsor, ON
11/99 – 03/00	**PT**	**Supply Teacher** at The Learning Advantage, Windsor, ON, assisted elementary school students with Mathematics and Language Arts homework
09/99 – 10/99	**FT**	**English, Religion, and E.S.L. Teacher for grades 4 to OAC,** Académie Ste. Cécile International School, Windsor, ON

10/98 – 04/99	**PT**	**Teacher Candidate (Student), Primary Junior Divisions**, taught grades 1, 2, 3, 4, and 6 in the Windsor Essex Catholic District School Board as a student in the Faculty of Education, University of Windsor, Windsor, ON

Other Work Experience:

08/97 – 08/98	**PT**	**Hostess, Waitress, and Kitchen Prep**, Peppers Bar and Grill, Windsor, ON
09/96 – 07/98	**PT**	**Administrative Clerk**, The Windsor Regiment (Army Reserves), The Windsor Armouries, Windsor, ON
08/96 – 12/96	**PT**	**Cashier and Sandwich Artist,** Subway Sandwiches, Windsor, ON
06/96 – 08/96	**FT**	**Common Recruit Training (OTQT course)**, The Windsor Regiment (Army Reserves), Windsor, ON

Educational Honours and Awards

- **Graduate Assistantship**, Department of Secondary Education, University of Alberta, 2004
- **First Student to complete the University Teaching Services (UTS) Program,** Secondary Education Department, University of Alberta, 2002 to 2003
- **Graduate Assistantship**, Department of Secondary Education, University of Alberta, 2002 to 2003
- **Certificate of Military Achievement**, Basic Recruit (Private rank), 1996
- **Entrance Scholarship to Brescia College, University of Western Ontario, 1995**

University Service

- **Graduate Student Representative**, Faculty of Education Council, University of Alberta, Edmonton, AB, 2002 to 2003

Peer Reviewer - Articles and Books

- **Canadian Journal of Educational Administration and Policy (CJEAP),** University of Manitoba, 2004 to present
- **Journal of Teaching and Learning (JTL),** University of Windsor, 2004 to present
- **Teacher Education and Practice,** The Journal of the Texas Association of Colleges for Teacher Education, 2004 to present

Areas of Interest

- Educational Leadership
- Social Sciences or Social Studies Education
- English/Language Arts/Literacy Education
- Distance Education & Online Learning
- Using Technology in the Classroom
- Politics of Education
- Teacher Education Programs
- The Roles of Teacher and Principal in the Secondary System
- Professional Learning Communities
- Assessment and Evaluation of Students and Teachers
- Current Projects and Initiatives in Alberta and Ontario Schools
- Coaching Sports Teams such as Cross Country and Track & Field

Hobbies and Other Interests

- Long distance running
- Half and full Marathon competitions
- Sports activities
- Attending the theatre
- Writing & reading poetry
- Travelling and exposure to cultural experiences
- Continuing my education/knowledge